

# Ohio's System of General Supervision

## Complying with State and Federal Requirements



**OHIO DEPARTMENT OF EDUCATION**  
**OFFICE FOR EXCEPTIONAL CHILDREN**  
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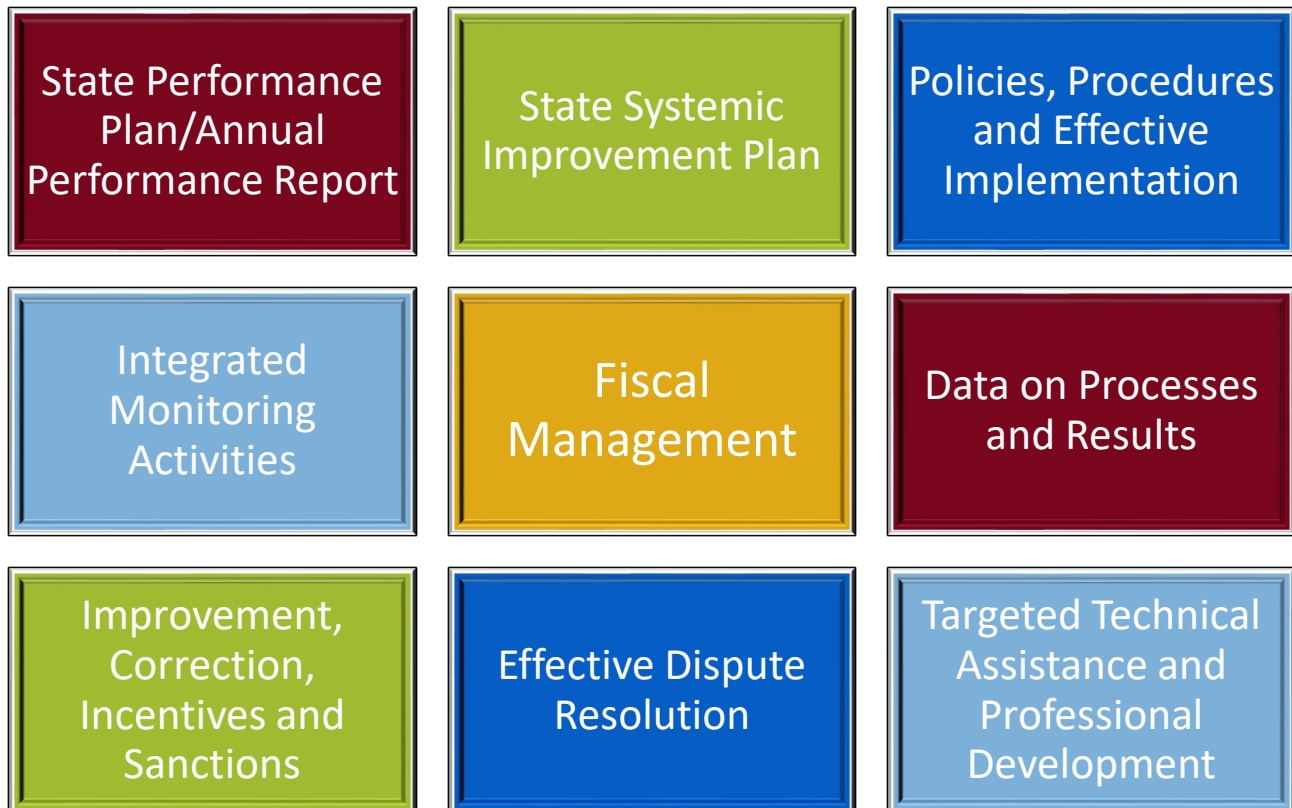
## Introduction

States have a responsibility under federal law to establish a system of general supervision to monitor the implementation of the Individuals with Disabilities Education Act (IDEA) of 2004 by educational agencies. Using this system, states are accountable for enforcing requirements and ensuring continuous improvement.

The U.S. Department of Education, Office of Special Education Programs identified nine interconnected components that comprise a state's system of general supervision and is designed to: a) ensure compliance with federal and state regulations; and b) improve services and results for students with disabilities.

An effective model of general supervision depends upon fluid interaction among these components, with an emphasis on accountability at all levels to Ohio's children and youth with disabilities served by this system.

Figure 1: Components of General Supervision



## State Performance Plan/Annual Performance Report

The Individuals with Disabilities Education Act requires each state to have in place a State Performance Plan that serves as an accountability mechanism for state and local education agencies to implement the requirements and purposes of IDEA. States must report their performance on the targets identified in the plan through an Annual Performance Report. The State Performance Plan/Annual Performance Report includes measurable and rigorous targets for 17 indicators established for IDEA Part B (which address the needs of children with disabilities ages 3 through 21). Each indicator provides a measurable indication of a state's performance in specific priority areas under Part B. The Ohio Department of Education solicited broad stakeholder input and feedback in the development of Ohio's State Performance Plan to set measurable and rigorous annual performance targets. Through the State Advisory Panel for Exceptional Children, the Department of Education and the State Board of Education fulfill the requirements under IDEA that each state establish and maintain an advisory panel for the purpose of providing guidance with respect to special education and related services for students with disabilities.

The state also must report annually to the public on the performance of educational agencies compared to state indicator targets. Ohio's Annual Performance Report and educational agency performance data can be accessed at [education.ohio.gov](http://education.ohio.gov).

## State Systemic Improvement Plan

Indicator 17 of the State Performance Plan/Annual Performance Report represents the State Systemic Improvement Plan. The State Systemic Improvement Plan is a comprehensive, ambitious, yet achievable plan for improving results for students with disabilities. In order to improve results, states must assess the capacities of their current infrastructure systems and their abilities to enhance these infrastructures to increase the capacities of educational agencies to implement and sustain evidence-based practices that will result in improved outcomes for children with disabilities. States must select strategic focus areas and identify specific, measurable results for their State Systemic Improvement Plans.

The Each Child on Track State Systemic Improvement Plan will take place during federal fiscal years 2020-2025 SSIP and ensure students with disabilities are making progress toward graduation and successful post-school outcomes.

Ohio has existing legislative policies which provide a solid foundation and catalyst for systems change at the high-school level. Legislation also requires secondary transition planning for students with disabilities to begin at age 14. The Department will leverage agency and state-level resources, including an early warning system tool and graduation reporting system when developing the new SSIP. Existing cross-agency and cross-office teaming structures, coupled with a coordinated regional system of support, will allow for effective and efficient local training and coaching to implement the SSIP activities with fidelity.

Data from the last two years place Ohio within the lowest-performing group of states on graduation and dropout rates for students with disabilities. Ohio's percentage of students with disabilities who graduated with a regular high school diploma in 2019-2020 was the sixth lowest in the nation at 58%, excluding U.S. territories with very small student populations. Given this, the Department has prioritized increasing the percentage of students with a disability graduating with a regular diploma and will focus the SSIP on Indicator 1: the percent of youth with individualized education programs exiting high school with a regular high school diploma. As a result, Ohio will see the following increase in graduation rates in selected districts:

- Higher percentage of students with disabilities graduating with a regular diploma as measured by indicator 1 of the annual performance report.
- Higher percentage of all students in grades 9 through 12 who are on track for meeting regular graduation requirements, as measured by the early warning system and progress toward meeting graduation requirement reports

To coordinate the development and implementation of the State Systemic Improvement Plan, the Office for Exceptional Children collaborates with offices throughout the Department including the Office of Graduate Success, the Office of Innovation and Improvement, the Office for the Whole Child, and Office of Career Technical Education, in partnership with stakeholders from across the state, including Ohio's State Support Teams and Educational Service Centers, educational agency administrators, principals, general and special educators; special education administrators; transition specialists; and colleges and universities.

**State Determinations** – Every year, the U.S. Department of Education, Office of Special Education Programs evaluates each state's implementation of IDEA requirements and issues state determinations. State determinations are based on the data submitted to the Office of Special Education Programs by states in their Annual Performance Reports and include compliance indicators as well as outcome measures for children and youth with disabilities. The Office of Special Education Programs makes the following state determinations annually:

- Meets requirements;
- Needs assistance;
- Needs intervention; or
- Needs substantial intervention.

IDEA specifically designates enforcement actions based on state determinations.<sup>1</sup> Such actions result from determinations other than "Meets requirements," and can include technical assistance, corrective action plans and conditions on, or the withholding of, federal IDEA funding. Ohio's state and educational agency determinations (known as Special Education Ratings in Ohio) can be accessed at [education.ohio.gov](http://education.ohio.gov).

## Policies, Procedures and Effective Implementation

Ohio has policies, procedures and implementation strategies that align with and support the implementation of IDEA. Ohio law requires that educational programs for students with disabilities be operated in accordance with procedures, standards and guidelines adopted by the State Board of Education.<sup>2</sup> Educational agencies, community schools, county boards of developmental disabilities, educational service centers and other educational agencies will not receive state or federal funds for special education programs unless they are operated in accordance with the provisions adopted by the State Board of Education.

**Operating Standards** – Ohio's special education administrative rules, the *Ohio Operating Standards for the Education of Children with Disabilities* align with the requirements of IDEA and provide a framework to ensure that all children with disabilities receive a quality education tailored to their unique needs. Ohio's operating standards for students with disabilities can be accessed at [education.ohio.gov](http://education.ohio.gov).

**Model Forms** – The Office for Exceptional Children and the Office of Early Learning and School Readiness provide required and optional model forms for Ohio schools and parents to use in documenting special education processes and procedures, including an individualized education program (IEP) form, an evaluation team report (ETR) form and a procedural safeguards notice. These forms can be accessed at [education.ohio.gov](http://education.ohio.gov).

<sup>1</sup> 34 C.F.R. 300.604.

<sup>2</sup> O.R.C. 3323.02.



**Stakeholder Groups** – The Office for Exceptional Children and Office of Early Learning and School Readiness work closely with various stakeholders and professional organizations that are involved in, or impacted by, the provision of special education and related services to Ohio’s children and youth with disabilities.

The State Advisory Panel for Exceptional Children (SAPEC) was established in accordance with federal requirements to provide a broad base of input to the Department regarding policies, practices and issues related to the education of children and youth with disabilities from birth through age 21. The panel, which includes members representing various agencies, and with at least 51% representing individuals with disabilities, and/or parents of children with disabilities, also investigates best practices and anticipates future needs for special education in Ohio. More information regarding the panel, including meeting dates, agendas and minutes, can be accessed at [education.ohio.gov](http://education.ohio.gov).

The Office for Exceptional Children personnel meet regularly with, provide updates to and collaborate with various professional organizations and educational entities, including, but not limited to: the Ohio Coalition for the Education of Children with Disabilities(OCECD); Buckeye Association of School Administrators(BASA); Ohio Association of Pupil Services Administrators(OAPSA); Ohio Council for Exceptional Children(CEC), Ohio School Psychologists Association(OSPA); Ohio Speech-Language-Hearing Association(OSLHA); Ohio School Speech Pathology Educational Audiology Coalition(OSSPEAC); Ohio Occupational Therapy Association(OATA); Ohio Center for Autism and Low Incidence,(OCALI); Ohio Association of Administrators of State and Federal Education Programs,(OAASFEP); Ohio Educational Service Center Association(OESCA); Ohio School Boards Association,(OSBA); Office for Exceptional Children Guiding Coalition; Ohio Association for Elementary School Administrators(OAESA); Ohio Association of Secondary School Administrators(OASSA); and regional state support teams.

**Interagency Agreements** – The Ohio Department of Education, which includes Ohio’s Head Start State Collaboration Office, maintains several interagency agreements aimed at collaborative use of resources and provision of services in support of children and youth with disabilities. The Department’s interagency agreements with other state agencies include:

- A Memorandum of Understanding with Administration for Children and Families, Office of Head Start, Regions V and XII and the Ohio Department of Developmental Disabilities regarding provision of services for children with disabilities birth through age five.
  - The Ohio Department of Education’s Office of Early Learning and School Readiness oversees the preschool services as part of Ohio’s IDEA Part B responsibilities. The Ohio Department of Developmental Disabilities oversees early intervention services for children from birth through age two under IDEA Part C. Ohio’s Department of Education and Department of Developmental Disabilities work together on systemic transition issues, program monitoring and a coordinated service delivery system. Educational agencies must develop written interagency agreements with early intervention programs (Part C) in their counties to ensure timely and effective transition to preschool services. In addition, educational agencies must take part in transition conferences, consider early intervention data when determining eligibility and implement an IEP by the child’s third birthday for any child found eligible for Part B services.
  - Both educational agencies and Head Start programs must have written local agreements that address referral, evaluation, Child Find, service coordination, and transition for children who are eligible for preschool special education services.
- The Ohio Department of Education maintains an interagency agreement with multiple state agencies for the purpose of providing effective and efficient operational support for Family and Children First programs through the Office of Ohio Family and Children First. This Office provides multi-systems youth supports to enhance the well-being of Ohio’s children and families by building community capacity, coordinating systems and services, and engaging families. The Department participates on the Cabinet Council for the Office of Ohio Family and Children First.

- Both the Ohio's Department of Education and Department of Developmental Disabilities provide services for students and young adults with developmental disabilities. Ohio Revised Code 5123.023 establishes Ohio's Employment First Taskforce with the Ohio Department of Developmental Disabilities as the lead state agency with partnership from the Ohio Department of Education. The Ohio Department of Education is developing an interagency agreement with the Ohio Department of Developmental Disabilities for statewide coordination of the projects and activities of the taskforce which address the needs of individuals with developmental disabilities who seek community employment.
- To ensure quality postsecondary transition, the Ohio Department of Education maintains an interagency agreement with Opportunities for Ohioans with Disabilities. The Ohio Transition Support Partnership Model is designed to improve postsecondary outcomes for students with disabilities. The model supports earlier engagement, beginning at age 14, in the vocational rehabilitation process. Students with disabilities gain skills to prepare for today's in-demand careers needed to achieve high quality employment outcomes. This partnership funds 43 vocational rehabilitation counselors to work exclusively with students with disabilities. These additional counselors provide many benefits to our schools and students. This model:
  - Increases presence in career-technical planning districts and local education agencies statewide.
  - Increases participation of vocational rehabilitation counselors in IEP team meetings ensuring cross-agency planning and earlier career preparation.
  - Improves collaboration between vocational rehabilitation staff, students with disabilities, their families, educator, and other local partners to provide person-centered planning; vocational guidance and counseling; and employment services.
  - Improves strategies to secure employment prior to graduation and, when needed, students with long-term supports to ensure success.
  - Strengthens partnership between the Opportunity for Ohioans with Disabilities; staff and the Ohio Department of Education's regional state support teams increasing statewide capacity to enhance transition services. The partnership also includes a data sharing agreement between the two agencies. This data exchange shall facilitate statewide coordination of the Ohio Transition Support Partnership; Vocational Rehabilitation, Transition and Pre-Employment Transition Services; referral development; and technical assistance to better support students with disabilities in meeting their competitive integrated employment goals.
- The Ohio Department of Education also has an interagency agreement with the Ohio Department of Medicaid for the coordination of the Ohio Medicaid in Schools Program.

## Integrated Monitoring Activities

Ohio's system of general supervision includes integrated monitoring activities to provide oversight in the implementation of IDEA requirements and in the performance on State Performance Plan/Annual Performance Report indicators at the local level. Ohio's monitoring system is designed to:

- Determine risk for noncompliance in the areas of fiscal management, IDEA requirements and performance;
- Identify noncompliance from a variety of sources;
- Ensure correction in a timely manner;
- Verify that data reported reflect actual practice; and
- Provide technical support and assistance to improve outcomes for students with disabilities.

The Office for Exceptional Children integrates effective monitoring supports and strategies across all components of the general supervision system using various data sources and methods to monitor all educational agencies. Several teams collaborate to carry out the monitoring activities: the Urban Support Team focuses on supporting eleven urban educational agencies; the Supports and Monitoring Team provides compliance monitoring and support to all educational agencies; and the Office of Early Learning and School Readiness provides support to preschool programs that serve children with disabilities, ages three through five.

The activities of these teams are designed to ensure continuous examination of performance for compliance and results. Monitoring protocols focus on specific priority areas selected according to State Performance Plan/Annual Performance Report targets and improvement needs. Ohio's integrated monitoring activities includes three tiers:

- Tier 1: Compliance and Performance Indicator Reviews;
- Tier 2: IDEA Self-Review; and
- Tier 3: IDEA Monitoring Reviews.

All educational agencies participate in some level of monitoring review annually. Each review method involves a different level of intensity and resources from the Office for Exceptional Children, Office of Early Learning and School Readiness, state support teams and educational agencies. All educational agencies are reviewed through Tier 1: Compliance and Performance Indicator Reviews. Educational agencies may be selected for a Tier 2 or Tier 3 review for one or more of the following reasons:

- Risk analysis based upon multiple factors and measures associated with compliance and outcomes data
- Education Management Information System (EMIS) and other data that suggest irregularities in the educational agency's special education process
- Patterns of repeated and/or systemic complaints and due process hearing requests regarding special education services
- Referral from other agencies or entities, such as the Ohio Auditor of State's office, the office of the Ohio Attorney General or Department internal offices

Beyond the monitoring conducted by the Office for Exceptional Children, the Department collaborates with other program offices within the agency to coordinate efforts for monitoring. This coordination allows the Department to have multiple offices test internal controls that support general supervision from a variety of ways and fosters communication between the program offices. The department developed a centralized system of school improvement, the Education Department's System of Tiered E-Plans and Supports (ED STEPS). This system allows Offices within the department to coordinate, collaborate and communicate to support educational agencies in addressing their needs. ED STEPS standardizes timelines and streamlines the process for assessing needs, developing plans and applying for funds.

**Indicator Reviews (Tier 1)** – The Ohio Department of Education annually monitors the performance of all educational agencies on the following State Performance Plan/Annual Performance Report indicators:

- Indicator 1 – Graduation
- Indicator 2 – Dropout
- Indicator 3 – Performance on State Assessments
- Indicator 4 – Suspension/Expulsion
- Indicator 5 – School-age Educational Environments
- Indicator 6 – Preschool Educational Environments
- Indicator 7 – Preschool Outcomes



- Indicator 8 – Facilitated Parent Involvement
- Indicator 9 – Disproportionality (all categories)
- Indicator 10 – Disproportionality (specific categories)
- Indicator 11 – Child Find (timely completion of initial evaluations)
- Indicator 12 – Early Childhood Transition
- Indicator 13 – Secondary Transition
- Indicator 14 – Postsecondary Outcomes
- Indicator 20 – Timely and Accurate Data Reporting.

The Department analyzes annual data for these indicators to identify educational agencies with performance rates indicating noncompliance or warranting further investigation through an indicator review. Each educational agency receives an annual [Special Education Profile](#) Report from the Office for Exceptional Children.

The Special Education Profile is organized around [essential questions](#) to assess kindergarten readiness, achievement levels, access to general education environments, preparedness for life beyond high school, services for children with disabilities, and equitable outcomes. These essential questions highlight the relationships among indicators and assist educational agencies in using indicator data to improve services and results for children with disabilities.

The profile contains a summary of the educational agency's performance on the special education indicators, identifies areas of noncompliance and low performance and describes actions the educational agency must take to improve performance and/or meet compliance on the identified indicators in accordance with IDEA requirements. Educational agencies identified as noncompliant for specific indicators must develop corrective action plans that include strategies to ensure correction and must demonstrate correction as soon as possible. As part of the review process, the Office for Exceptional Children and the Office of Early Learning and School Readiness review student records to ensure correction of individual cases of noncompliance, reviews additional student records to ensure systemic correction, and verify that data reported in the Education Management Information System (EMIS) are timely and accurate.

**IDEA Self-Review Process (Tier 2)** – OEC is currently developing this process. The intent of the Tier 2 Self-Review Process is to provide educational agencies with the self-review resources and tools that will result in better academic, social and post-secondary outcomes for students with disabilities and to meet regulatory compliance requirements. The educational agency's self-review efforts, coupled with resulting continuous improvement priorities, will result in positive growth and development for personnel and education systems and will, in turn, produce higher achievement for all students.

During the self-review, educational agencies are asked to make data-based determinations of their effectiveness in meeting the requirements of the Individuals with Disabilities Education Act (IDEA). The educational agency will conduct a self-review of special education policies, procedures and practices, special education records compliance and student performance outcomes. The process provides data analysis questions to determine areas of concern and root cause which will assist the educational agency to make objective data-based decisions. This will then guide the educational agency to develop SMART goals that can be integrated into the educational agency's One Plan in ED STEPS for continuous improvement.

**IDEA Monitoring Process (Tier 3)** – The intent of the IDEA Monitoring Process is to maximize the use of resources that will result in better academic, social and postsecondary outcomes for students with disabilities and to implement federal and state requirements. The IDEA Monitoring Process focuses on individual educational agency needs while leveraging the educational agency's strengths to address opportunities for improvement. This multi-year process is closely linked and integrated into the [Ohio Improvement Process](#),

utilizing existing leadership structures and procedures for data analysis, planning, implementation and monitoring of strategies and actions designed to address improved outcomes for students with disabilities. The state support team serves as the primary source for technical assistance and professional development during implementation of improvement strategies and activities and supporting sustained improvement.

The IDEA Monitoring Review Guide and related documents and tools describing the process in more detail, can be accessed at [education.ohio.gov](https://education.ohio.gov).

**The Urban Support Team** – Nearly 200,000 preschool and school-age children are educated by 11 urban educational agencies in the state. These eleven urban educational agencies include Akron, Canton, Cincinnati, Cleveland, Columbus, Dayton, East Cleveland, Lima, Toledo, Youngstown, and Zanesville. To provide ongoing support and oversight of the delivery of IDEA requirements to these 11 urban educational agencies, the Office for Exceptional Children created an Urban Support Team.

This team is charged with ensuring that quality instruction and appropriate services are delivered to students with disabilities in urban school settings. Support to the urban educational agencies will include the provision of more intense, ongoing monitoring and technical assistance in the implementation of regulatory and programmatic requirements while addressing the unique needs of urban educational agencies in Ohio.

## Fiscal Management

Ohio's system of general supervision includes mechanisms to provide oversight in the distribution and use of IDEA Part B funds at the state and local levels. These mechanisms include:

**CCIP** – The Comprehensive Continuous Improvement Plan (CCIP) is a unified grants application and verification system that enables educational agencies to look across multiple funding streams and channel resources to areas of greatest need. Each year, educational agencies submit their CCIP application by completing the Planning Tool, which includes: the goals, strategies, action steps and educational agency goal proposed funding amounts for all grants included in the CCIP; and the Funding Application, which educational agencies use to describe their budgets, budget details, nonpublic services and other related items. The Office for Exceptional Children collaborates with the Office of Federal Programs in the review of the budget details for these multiple funding streams, including IDEA Part B. The CCIP supports educational agencies in developing plans that align funding sources and involve parents, staff, teachers, administrators and community members in improving results for all students. More information on the CCIP is available at [education.ohio.gov](https://education.ohio.gov).

The department developed a centralized system of school improvement, the Education Department's System of Tiered E-Plans and Supports (ED STEPS). This system allows Offices within the department to coordinate, collaborate and communicate to support educational agencies in addressing their needs. ED STEPS standardizes timelines and streamlines the process for assessing needs, developing plans and applying for funds.

**Special Education Maintenance of Effort** – States must ensure that all educational agencies expend in local and state funds, an amount which is at least the same in total or per capita as the amount spent in the previous fiscal year for the education of children with disabilities. This assurance is known as the Maintenance of Effort requirement. At the close of each year-end data process, when EMIS officially closes for the prior year, the Maintenance of Effort system pulls the EMIS financial data and student data to test for Maintenance of Effort. If an educational agency appears to fail to meet its Maintenance of Effort amount, the educational agency receives notification to check and verify the financial data. Maintenance of Effort system instructions can be found [here](#).

**Maintenance of Fiscal Support** – Prior to receiving an IDEA Part B allocation, educational agencies must provide evidence that they will maintain fiscal support for students with disabilities with state and local funds. Each educational agency must enter in the CCIP the amount it will make available for special education services for the upcoming fiscal year. For the purpose of establishing eligibility for an IDEA award for the fiscal year, the educational agency must reserve, for the education of children with disabilities, at least the same total or per capita amount from the same sources for the most recent prior year that is available with either local funds only or the combination of state and local funds. The amount made available that is entered in the CCIP is reviewed by the Office of Federal Programs and confirmed as needed by Office for Exceptional Children staff prior to final approval. The amount reserved must be equal to or more than the prior year's state and local expenditures (or the most current year expenditure data) for an application to be approved.

**Fiscal Reviews** – The Office for Exceptional Children utilizes a tiered fiscal review process to focus specifically on how educational agencies use their special education funds to improve results for children and youth with disabilities.

Educational agencies are selected for a fiscal review based on a risk assessment. The IDEA components that impact the educational agency's risk include but is not limited to mandated and voluntary coordinated early intervening services (CEIS), Maintenance of Effort status, historical fiscal spending trends, proportionate share requirements, and single audit findings. Educational agencies that fall into a high-risk category are selected for an on-site review. Other educational agencies with an increased risk are selected for a desk review, while all remaining educational agencies are considered to complete a self-assessment.

On-site and desk fiscal reviews are completed by Office for Exceptional Children personnel and address the use of federal flow-through funds and the educational agency's compliance with IDEA regulations related to the use of Part B funds. Fiscal reviews are completed within the Department's Monitoring System and consist of the following components:

**Chart of Accounts Review:** The Office for Exceptional Children verifies that the educational agency's financial report(s) align with the IDEA Part B budget submitted in the CCIP Application. The Office for Exceptional Children also verifies that the coding used for the IDEA Part B expenditures is aligned with the Uniform School Accounting System (USAS) codes.

**Payroll Expenditure Review for Allowable Costs:** The Office for Exceptional Children verifies that the educational agency charges IDEA payroll expenses to the appropriate fund, function and object codes and it documents time and effort for applicable staff. The office verifies that the educational agency's special education staff is properly licensed and trained to educate students with disabilities, and that the educational agency maintains a time/effort record for staff paid with Part B funds.

**Non-Payroll Expenditure Review for Allowable Costs:** The Office for Exceptional Children verifies that the educational agency charges IDEA non-payroll expenses to the appropriate fund, function and object codes, documents expenditures per educational agency procurement policy (purchase orders, invoices, bids, etc.), and justifies that the service or item purchased will support the education of students with disabilities. The office also verifies that expenditures are consistent with the amounts budgeted into the CCIP budget page and that a proportionate share of IDEA Part B funds are utilized on behalf of students with a disability who attend nonpublic schools.

**Procurement Methods and Property Inventory Expenditure Review:** The Office for Exceptional Children verifies that the educational agency has in place and follows a property/capital outlay procurement policy. The office also verifies that the educational agency has an inventory policy in place

that includes the tracking of equipment purchased with IDEA Part B funds and that the policy is being followed, if applicable.

**Service to Nonpublic Schools:** The Office for Exceptional Children verifies that the educational agency maintains a record of the number of children attending non-profit nonpublic schools (chartered and nonchartered) within the agency's boundaries who were evaluated for special education services, the number of such children determined to be students with disabilities and the number of those children who are receiving special education and/or related services. The office also verifies that the educational agency maintains a record of timely and meaningful consultation with area nonpublic schools and representatives of parents of parentally placed private school children with disabilities. The office also verifies that a proportionate share of IDEA Part B funds is used to provide special education and related services to students with a disability who attend nonpublic schools.

**Public Participation Verification:** The Office for Exceptional Children verifies that the educational agency offered public hearings, provided adequate notice of the hearings, and an opportunity for public comment to the general public, including individuals with disabilities and parents of children with disabilities. The office verifies that there is a record that the educational agency conducted a public hearing. The public hearing is held in order to provide comment on how the educational agency plans to spend its IDEA funds.

**Redirection for Coordinated Early Intervening Services (CEIS):** The Office for Exceptional Children reviews data in the CCIP and educational agency information related to Early Intervening Services. The office determines whether the educational agency voluntarily opted to redirect IDEA Part B funds for CEIS or was mandated to provide early intervening services and reviews the use of the funds for Early Intervening and its impact on the replacement of local expenditures with Part B funds. The office verifies that the data entered in the CCIP, IDEA Special Education Budget Details/Redirection page is consistent with agency records and financial reporting.

**Maintenance of Effort and Replacement of Local Funds:** The Office for Exceptional Children reviews data in the CCIP to determine whether the educational agency has met Maintenance of Effort compliance requirements. The office also reviews the educational agency's allocation history and the special education ratings to determine if the agency is eligible to considering using a portion of its IDEA Part B funds to reduce the level of expenditures from state/local funds for Maintenance of Effort in accordance with Section 300.205.

After completion of the review, educational agencies are able to access resources and guidance to assist in meeting compliance system requirements within one year of the fiscal review completion date (including the recovery of funds, if warranted). All fiscal review documentation, including forms, policies, comments, technical assistance and corrective action plans are managed through the Department of Education's secure-access Monitoring System.

## Data on Processes and Results

As part of the state's general supervision responsibilities, the Office for Exceptional Children and the Office of Early Learning and School Readiness help ensure that educational agencies meet the data reporting requirements of IDEA. IDEA requires that the state report state, educational agency and building-level data about enrollment, student environment, personnel, student discipline, student assessments, reasons for students exiting special education, procedural safeguards and fiscal maintenance of effort. It also requires each state to use and display data in the state-level Annual Performance Report.

However, the use of the data that educational agencies report is not limited to meeting the reporting requirements of IDEA. Data drives the Office for Exceptional Children and Office of Early Learning and School Readiness decision making regarding program management and improvement. The Office for Exceptional Children and Office of Early Learning and School Readiness routinely examines multiple sources of data to track educational agency performance and it relies on data to target technical assistance and resources.

**Education Management Information System (EMIS)** – The department collects and stores nearly all of the data required for federal reporting using its Education Management Information System (EMIS). EMIS is a statewide data collection system for individual, student-level data for preschool, primary and secondary education, as well as for personnel and fiscal data. Much like the federal data collection system, EdFacts, EMIS provides specifications that are used to define certain elements and submission requirements. Each individual educational agency purchases or develops software tools capable of meeting those specifications. Data are collected by the educational agency, aggregated at regional Information Technology Centers, and passed on to the state EMIS databases. The Ohio Department of Education’s Office of Data Quality and Governance develop data verification reports that provide educational agencies and Information Technology Centers with feedback about the validity of their data. Educational agencies have frequent opportunities for data correction during each reporting window. The Office for Exceptional Children and the Office of Early Learning and School Readiness’s monitoring include comparison of individual student records maintained by the educational agency to the data reported in EMIS.

Staff, student, educational agency/building and financial data are collected through EMIS. Demographic, student attributes, special education processes, attendance, program, course and test data are submitted to the Department at the student level. EMIS files comprise the source data for Ohio’s accountability and funding systems. The EMIS Manual, reporting schedules, presentation and other information are available at [education.ohio.gov](http://education.ohio.gov).

To assist special education staff with supplying EMIS coordinators with appropriate EMIS data, the Department provides optional data recording tools, as described below.

**Reporting Special Education Procedural Events** – As educational agency staff members develop ETRs, IEPs and other related special education documents, many find it helpful to summarize the special education information related to each IEP that will need to be reported in EMIS. To assist in summarizing and tracking the information, the Department provides an optional data collection tool. This tool is not a required form, but rather a data collection management tool. The form contains the fields and specific EMIS codes for data that must be submitted in EMIS for the school year. Educational agencies may amend the tool in any way they find useful. The data collection tool is available at [education.ohio.gov](http://education.ohio.gov).

**Ohio School Report Cards** – Ohio’s accountability system complies with the requirements in both the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, and Ohio law.

**Achievement.** The Achievement Component measures students’ academic achievement using each level of performance on Ohio’s State Tests. The Achievement Component is based on a calculation called the Performance Index. The index uses the performance level results for students in grades 3 through high school on Ohio’s State Tests.

**Progress.** The Progress Component measures the academic performance of students compared to expected growth on Ohio’s State Tests.

**Gap Closing.** The Gap Closing Component measures the reduction in educational gaps for student subgroups in English language arts, math and graduation. There are also indicators to measure how well schools and districts are doing in helping English learners achieve English language proficiency, reducing chronic absenteeism and identifying gifted students and providing gifted services.



**Early Literacy Component.** The Early Literacy Component measures reading improvement and proficiency for students in kindergarten through third grade. This component contains three different measures that provide a more complete picture of early literacy in Ohio’s schools and districts.

**Graduation Component.** The Graduation Component measures the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate. The four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate look at the percentage of students who successfully finish high school with a diploma in four or five years, respectively.

**College, Career, Workforce and Military Readiness Component.** The College, Career, Workforce and Military Readiness Component measures how prepared the graduating class from a district or building is to go on to post-secondary education, enter the workforce or join the armed forces. This Component will not be included in the Overall Report Card calculation until the 2024-2025 school year.

The Ohio Department of Education publishes a report card for each traditional district, school and charter (community) school. Additional report cards are created for career-tech schools and dropout prevention and recovery schools. In addition to the six report card components, report cards also contain additional information about each district and school, such as federally required data about teachers, school improvement status and student demographics.

Individual district and school report cards are available at [reportcard.education.ohio.gov](https://reportcard.education.ohio.gov). Users can access additional resources by clicking on the three horizontal bars in the upper right corner. Selecting “Download Data” will allow users to access spreadsheets that display data utilized on the report card as well as additional data required by law.

**Special Education Profiles** – Each educational agency receives a Special Education Profile each school year. The profile serves as both a data tool and a monitoring tool for the Department and each district. This tool displays the district’s performance on the Annual Performance Report indicators and identifies targets met and not met, areas of noncompliance, and specific actions the educational agency must take to improve performance and meet compliance in accordance with IDEA requirements. Special Education Profiles are publicly available at [education.ohio.gov](https://education.ohio.gov).

**Educational Agency Special Education Ratings** – Each educational agency that receives federal special education funding receives an annual Special Education Rating at the end of each school year. Parallel to the determinations that the Office of Special Education Program annually makes for states, states must use the same four categories to make annual determinations of each educational agency’s implementation of IDEA requirements. Educational agency determinations (known as Special Education Ratings in Ohio) evaluate the performance of each educational agency against a subset of State Performance Plan/Annual Performance Report indicator targets.

IDEA specifically designates the enforcement actions that states must apply after an educational agency receives a determination (rating) of “Needs assistance” for two consecutive years; “Needs intervention” for three or more consecutive years; or immediately when an educational agency receives a determination (rating) of “Needs substantial intervention.”<sup>3</sup> Based on these regulations, the table below displays the enforcement actions for determinations (ratings) other than “Meets requirements.”

<sup>3</sup> 34 C.F.R. 300.600(a).

Figure 3: Determinations (Ratings) Enforcement Actions

Category	Enforcement Actions
Needs Assistance (Year 1)	Inform educational agencies of technical assistance available from state support teams and other resources.
Needs Assistance (Year 2)	Require a district self-review and corrective action plan to address compliance indicator(s) with lower scores.
Needs Intervention	Require a district self-review and corrective action plan to address the compliance and/or student results indicator(s) with lower scores.
Needs Substantial Intervention	<ul style="list-style-type: none"> <li>• Withhold or redirect, in whole or in part, any Part B funds;</li> <li>• Require completion of specific corrective actions before release of funds; and</li> <li>• Require intensive Ohio Department of Education and state support team support.</li> </ul>

Information and resources related to educational agency determinations (ratings) can be accessed at [education.ohio.gov](http://education.ohio.gov).

**Public Reporting** – After submission of the Annual Performance Report each year, states must report to the public on (1) The state’s progress and/or slippage in meeting the measurable and rigorous targets found in the State Performance Plan/Annual Performance Report; and (2) The performance of each educational agency located in the state on a subset of targets in the State Performance Plan. The Office for Exceptional Children annually posts a report displaying the performance of each educational agency on a subset of State Performance Plan/Annual Performance Report indicators. These reports are available at [education.ohio.gov](http://education.ohio.gov).

## Improvement, Correction, Incentives and Sanctions

Supporting improvement and ensuring correction through incentives and sanctions are critical components of Ohio’s general supervision system. The enforcement of regulations, policies and procedures is required by IDEA and state law. State guidelines and directives also steer the technical assistance provided to ensure the correction of noncompliance and, ultimately, to meet state and local targets.

**Implementation of the Ohio Improvement Process:** The Ohio Improvement Process (OIP) is a five-step continuous improvement process. It involves a team-based approach that assists Local educational agencies in developing and implementing their improvement plans. The process follows a plan-do-study-act model foundational to systemic and sustainable change. This continuous improvement pathway provides local educational agencies with a template through which focused and intentional action can take place. It brings educators together through collaborative team structures to learn from each other and facilitates communication and decision-making between and across levels of the system (district, central office, school, grade levels, content areas, classrooms). At the core of the OIP, the team structures form peer-to-peer networks, giving more participants a voice and allowing for the inclusion of multiple perspectives in guiding each district’s journey toward organizational learning and continuous improvement. This improvement process is iterative and cyclical. The graphic illustrates the six components of the OIP: Support Implementation; Identify Critical Needs; Research and Select Evidence-Based Strategies; Plan for Implementation; Implement and Monitor; and Examine, Reflect, Adjust.

**Supporting Implementation:** Supporting implementation through the OIP lays the foundation for sustainable change. Supporting implementation consists of setting up the collaborative teams and processes local educational agencies and schools need to identify, research, plan, implement, monitor and examine their

improvement efforts. It also includes the communication and engagement, decision-making and resource management efforts that thread through the process.

Supporting the implementation of each OIP step consists of:

- Establishing and aligning core beliefs, which include non-negotiables involving equitable access;
- [Setting up collaborative implementation teams](#) that are inclusive of personnel from the district, school and teacher levels including intervention specialists, related services specialists and central office administration from offices serving diverse student populations;
- Identifying members and responsibilities of the district leadership team, building leadership team(s) and teacher-based teams to accomplish:
  - Shared leadership;
  - Communication and engagement;
  - Purposeful decision-making.
- Two-way communication with both internal and external partners including parents, staff, community business, support agencies, board members and educational union representation. Tools to assist with engaging with parents and community include the [Ohio Local Stakeholders Engagement Toolkit](#) and the [Ohio Community Collaboration Model for School Improvement](#).

**[Step 1: Identify Critical Need:](#)** Regional state support teams work with district planning teams to collect and analyze data related to the areas of improvement determined by district data. The analysis of data should be part of each district's comprehensive [One Needs Assessment](#). During this process, local educational agencies teams are encouraged to use root cause analyses to identify gaps in performance and identify underlying issues, with in the control of the district, that contribute to the problem. Priority issues outlined in each district improvement plan will be addressed through professional learning and coaching strategies, guidance and technical assistance from regional support teams in collaboration with district leadership, district coaches or other experts procured by the district.

**[Step 2: Research and Select Evidence-Based Strategies:](#)** Through critical analysis of data, local educational agencies, with assistance from regional state support teams, will prioritize critical needs and research evidence-based strategies that address priority areas. Evidence-based strategies help the collaborative teams determine effective and efficient approaches that impact district and building practices, change adult behaviors, align with student needs and improve student achievement.

**[Step 3: Plan for Implementation:](#)** District teams, with guidance and assistance from regional state support teams, develop an improvement plan based on the priorities identified in Step 1. Local educational agencies are encouraged to consider the availability of financial resources, staff capacity and student needs when prioritizing areas addressed in the improvement plan. District teams will develop a plan with a limited number of SMART (specific, measurable, attainable, relevant and timely) goals that incorporate focused, evidence-based strategies, a monitoring process and action steps that delineate the target audience, activities and expected performance outcomes. The process promotes creating a multi-year plan ([One Plan](#)) allowing the local educational agency to stagger implementation over time, review longitudinal data to determine impact, make mid-course corrections and effectively transition through the stages of implementation. As each local educational agency considers its long-term plan, it must consider how to build capacity over time to allow for full implementation. A comprehensive improvement plan includes internal partner but external partners such as community organization and institutions of higher education not only as part of the plan, but part of the team used to design the plan.

**[Step 4: Implementation and Monitoring:](#)** Regional state support teams assist and support local educational agency teams to actively carry out the design and action steps of the plan. Regional teams will provide support, professional learning and technical assistance as local educational agency staff learn new skills and

practices. The new knowledge and skills will be applied to system processes and classroom settings. Monitoring, observations, coaching and technical support provide opportunities for continued learning and feedback. Internal monitoring should be done at the local educational agency, school and teacher-based team levels.

**Step 5: Examine, Reflect, Adjust:** Regional state support teams and district teams convene at least quarterly for local educational agencies, monthly for schools and at least twice a month for teacher level teams. Data collection, review and analysis provide opportunities to assess implementation and adult practices and determine the plan's impact on student outcomes. Continued communication with internal and external partners in critical through the five-step process including in determination and communication of plan adjustments and successes.

**Sanctions** – As a means of ensuring timely correction of noncompliance, the Office for Exceptional Children and the Office of Early Learning and School Readiness have developed a system of progressive sanctions for educational agencies that do not complete corrective activities within the required timelines. This policy communicates how and when sanctions can be imposed and outlines the Department's authority to impose these sanctions.

Educational agencies identified as noncompliant receive written notification from the Office for Exceptional Children and the Office of Early Learning and School Readiness describing the noncompliance and the requirement to create and implement corrective actions, including due dates for completion, as well as the method for documenting the completion of these actions.

Components of corrective action plans may include any of the following:

- Review of educational records;
- Student-specific corrective actions;
- Professional development and technical assistance;
- Fiscal records review and implementation or correction of fiscal processes to align with federal requirements; and/or
- Recovery of funds or redirection of funds by the Department to address misappropriation of either state or federal funds.

When an educational agency or other provider does not complete the required corrective activities within the established timeline as determined by the Office for Exceptional Children or the Office of Early Learning and School Readiness, the Department will take the following steps:

- The director of the Office for Exceptional Children or the Office of Early Learning and School Readiness will send the educational agency a notification documenting its failure to meet the required deadline. The notification will include a revised date for completing the remaining items and will indicate whether specific applicable funds (state and/or federal) will be redirected, in a manner determined by the Office for Exceptional Children or the Office of Early Learning and School Readiness as necessary, if the revised dates are not met. Applicable funds include:
  - IDEA Part-B funds (pre-K and school-age); and
  - State-weighted special education funds (GRF foundation funds).
- If the educational agency fails to meet the revised deadline, it will receive notification by mail and through the CCIP from the director of the Office for Exceptional Children or the Office of Early Learning and School Readiness that will:
  - Indicate which funds (state and/or federal) will be redirected, as well as steps the educational agency must take to secure the release/control of these funds;

- Indicate that due to continued noncompliance, the Department is moving to withhold, redirect or recover additional funds; and
- Inform the educational agency of its opportunity for an Ohio Revised Code Chapter 119 Hearing.

## Effective Dispute Resolution

The Office for Exceptional Children ensures timely and effective resolution of disputes related to IDEA requirements through a variety of means, including early dispute resolution, facilitation, mediation, formal written complaints and due process hearings. In addition, the office tracks the issues identified during dispute resolution to determine whether patterns or trends exist and to prioritize guidance and technical assistance activities.

**Early Dispute Resolution** – The Office for Exceptional Children and the Office of Early Learning and School Readiness has an Education Program Specialist (EPS) available to provide further explanation about federal and state laws relating to special education, describe options that are available to parents, inform parents of procedural safeguards, identify other agencies and support services, and describe available remedies and how parents can proceed. This is an informal process that may alleviate the need to file a formal written complaint or due process complaint.

**Mediation** – Mediation is a voluntary process for resolving disputes between two parties at no cost to the parents or the educational agency. For mediation to occur, both sides must agree to mediate. The process involves a trained, neutral third party — the mediator — who helps the parties communicate with each other about their concerns in an effort to reach a mutually agreeable solution. A party does not have to file a formal written complaint or request for a due process hearing to utilize mediation. Parents and educational agencies do not need to be involved in a pending complaint or due process request to engage in mediation. To keep parents and educational agencies informed about mediation and other alternative dispute resolution options, the Office for Exceptional Children performs the following:

- Provides information on mediation available through the Department’s website and through a toll-free telephone number;
- Contacts parents directly to provide information on mediation when the parent files either a formal written complaint or a request for a due process hearing or when parents inquire about dispute resolution; and
- Collaborates with the Ohio Coalition for the Education of Children with Disabilities, Ohio Legal Rights Services, Ohio Protection and Advocacy Association, Child Advocacy Center of Ohio, Buckeye Association of School Administrators and the Center for Appropriate Dispute Resolution to disseminate information on mediation to a wide range of stakeholders, including educational agency staff, educational service centers, regional state support teams and parents.

**Facilitation** – The Office for Exceptional Children also manages a facilitation process that takes place in a team meeting, such as an IEP team meeting, evaluation planning meeting or an evaluation team meeting at no cost to the parents or the educational agency. Facilitation may be used at any time the team cannot reach consensus concerning a student’s evaluation results and eligibility for special education or the IEP. A party does not have to file a formal written complaint or request for a due process hearing to utilize facilitation.

While facilitation is not required by statute, it has been adopted by the Office for Exceptional Children as an alternative to the complaint resolution process or due process hearing. The facilitator is a neutral third party who is not a member of the student’s IEP/ETR team and does not make any decisions for the team. The facilitator assists the team in keeping the focus on the student and models effective methods of communication and



listening with the goal of improved services for the student and more effective communication among team members in the future.

The Office for Exceptional Children conducts required training for hearing officers, mediators and facilitators on IDEA and state requirements and dispute resolution procedures. The office also evaluates the dispute resolution options on an ongoing basis and revises these processes based on evaluation data and feedback from participants, as appropriate. More information on mediation and facilitation is available at [education.ohio.gov](http://education.ohio.gov).

**Formal Written Complaints** – The Office for Exceptional Children and the Office of Early Learning and School Readiness encourage parents and family members, as well as third-party individuals, to work with schools to resolve differences related to special education. However, situations may arise where parents or third-party individuals allege that an educational agency has not complied with a federal or state special education requirement. The Office for Exceptional Children implements a formal written complaint process, in accordance with IDEA, to allow for issues to be resolved in a timely manner. During the complaint process, if an educational agency is found in noncompliance of federal or state special education requirements, a letter of findings is issued addressing the noncompliance and any required corrective action(s) to be taken by the educational agency, as appropriate. The Office for Exceptional Children’s complaint process requires that all corrective actions be implemented within one year from the date of letter of findings. The complaint file remains open until the corrective action is completed, while the Office for Exceptional Children monitors corrective action plans to ensure compliance with timelines. If the corrective action is not completed, the educational agency may be subject to sanctions as outlined above. In general, a formal written complaint allows for the prompt resolution of complaints at no cost to either the complainant or the educational agency and may be considered less adversarial than a due process hearing.

**Due Process Hearings** – The Office for Exceptional Children is responsible for establishing procedures for due process hearing requests, which provide an avenue for a parent or educational agency to address special education issues related to the identification, evaluation, educational placement or provision of a free appropriate public education (FAPE) to a child with a disability. Within 15 days of receiving notice of the parent’s due process request, and prior to the initiation of a due process hearing, the educational agency must convene a resolution meeting with the parent and the relevant members of the IEP team who have specific knowledge of the facts identified in the request. The purpose of this resolution meeting is for the parent of the child to discuss the due process request, so that the educational agency has the opportunity to resolve the issue that is the basis of the filing. Upon mutual agreement between the parent and the educational agency, the office will assign a facilitator for the resolution session to assist both parties in clearly communicating their concerns and how they are willing to address those concerns. If a resolution to the dispute is not reached at the resolution session, the parties still have until the end of the resolution period (30 days total) to resolve the dispute. If the parties do not reach a resolution in that period of time, the due process request proceeds with a hearing in front of an impartial hearing officer who will take testimony from both parties, review evidence and render a written decision. More information on complaints and due process hearings is available at [education.ohio.gov](http://education.ohio.gov).

**Tracking Issues Over Time** – The Office for Exceptional Children reviews and analyzes dispute resolution data to identify trends and patterns over time and to inform guidance and technical assistance efforts. These data are shared with stakeholders, including the State Advisory Panel for Exceptional Children, educational agency personnel, parents, regional state support teams and related service organizations at conferences, meetings and other training opportunities.

The Office for Exceptional Children maintains a public dispute resolution database that contains letters of findings corresponding to specific complaints and information regarding mediation and facilitation. The office also maintains a public due process decision database for due process hearing decisions. The searchable

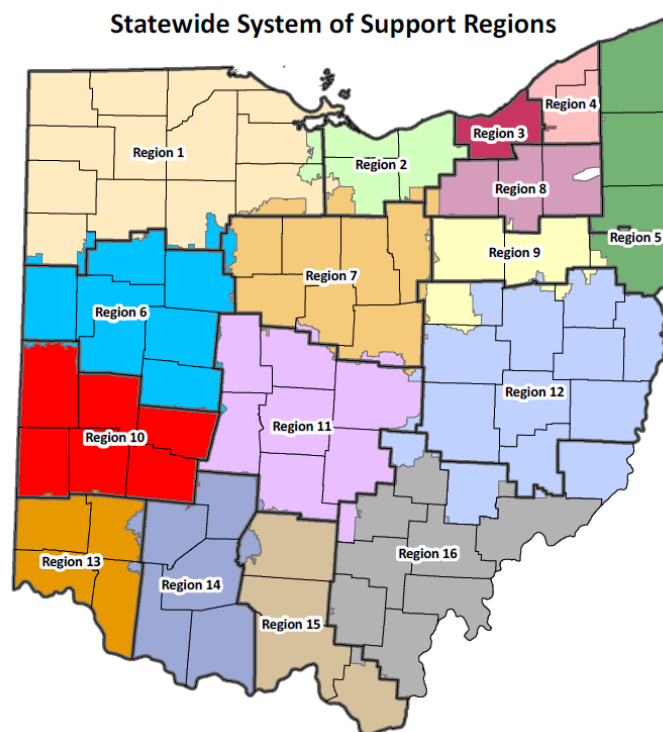
database currently provides a brief description of each decision and offers the user the option to either view the full decision online or print the information. These databases are available at [education.ohio.gov](https://education.ohio.gov).

## Targeted Technical Assistance and Professional Learning

Ohio provides technical assistance that is designed to improve services and results for students with disabilities. Through this assistance, the Department uses a variety of strategies, at varying levels of intensity, to build capacity throughout the state.

**Ohio's State System of Support** – Ohio House Bill 115 established the creation of a coordinated, integrated and aligned regional system to support state and educational agency efforts to improve school effectiveness and student achievement. The Department of Education awards 16 contracts to educational service centers designated as fiscal agents for the state support teams within their geographic regions. The 16 state support teams, along with the Department, comprise Ohio's State System of Support.

Figure 4: Ohio's State Support Teams



The goal of the State System of Support is to build the capacity of local and related education agencies to engage in systemic and sustainable improvement that impacts educational outcomes for students. State support teams are integral to implementing and achieving this goal. By providing high-quality technical assistance and professional learning, state support teams support educational agencies in developing the capacity to fully implement evidence-based high leverage educational practices that result in data-based decisions, learning across all levels of the system and sustained implementation. Through collaboration within and across regions, state support teams access national, state, regional and local agencies and resources to support educational agencies and families.

The Department determines the scope of work for the state support teams, as outlined in an annual performance agreement. State support teams are responsible for the regional delivery of training and support

to educational agencies related to special education, school improvement, literacy, climate and early learning and school readiness. The performance agreement details specific deliverables to guide state support teams' work with local educational agencies, organized by national and state priority areas (i.e., academic achievement of students with disabilities). State support teams operate within a tiered service delivery model based largely on the educational agency's report card, special education profile and special education determination (rating). State support teams use multiple years of data to identify patterns of strengths and weaknesses within each educational agency and across educational agencies located in their regions. State support teams also provide information and services to parents and families of children with disabilities and those at risk of being identified with disabilities.

A building block approach (i.e., one where districts with more need are entitled to receive services in more areas) aligns three inter-related areas of practice in order to ensure that districts get the support they need to prepare every student with foundational skills, reasoning skills, and social-emotional skills through equitable access to well-rounded content. These areas of practice include the following (see Figure 2):

- Inclusive instructional and organizational leadership;
- Capacity building through professional capital; and
- Inclusive instructional practices.

## FOUNDATIONS DOCUMENT

Figure 2: Areas of Practice



In some cases, the Department designates that state support team personnel provide support in priority areas. Areas of priority include Positive Behavioral Interventions and Supports as part of a multi-tiered system of support, early language and literacy professional learning and implementation for preschool through grade three, and secondary transition/workforce development. They also support educational agencies in meeting requirements and implementing best practices, aligning efforts statewide in order to improve results for students with disabilities and other underperforming students, including third grade reading performance, graduation rates and post-school outcomes.

At each state support team, a team of consultants provide technical assistance and professional learning to support identified regional issues related to the State Performance Plan/Annual Performance Report results indicator data such as least restrictive environment and improving reading and mathematics performance of children with disabilities. State support teams also provide technical assistance and professional learning related to parent and community engagement, support and services for students with autism, sensory

disabilities and low-incidence disabilities and assistive technology. State support teams are an integral part of the State System of Support in the delivery of technical assistance and professional learning as it relates to both regulatory requirements and improved outcomes for students.

More information on the state support teams, including links to individual state support team websites, is available at [education.ohio.gov](https://education.ohio.gov).

**OCALI** – With funding from the Ohio Department of Education and other sources, OCALI, formally known as the Ohio Center for Autism and Low Incidence, serves families, educators and professionals working with students with autism and low-incidence disabilities, including autism spectrum disorders, multiple disabilities, orthopedic impairments, other health impairments and traumatic brain injuries. OCALI created two centers, The Outreach Center for Deafness and Blindness and the Assistive Technology and Accessible Educational Materials Center, to unify existing programs for students with deafness/hard of hearing, blind/visual impairment and print disabilities and expand them to create a collaborative comprehensive network of regional resources that positively impact the educational achievement of students with sensory disabilities. Through these centers, the Office for Exceptional Children is working to build state and system-wide capacity to improve outcomes through leadership, training and professional development, technical assistance, collaboration and technology. OCALI also provides assistive technology services, including resources, professional development and loans of specific devices. More information is available at [ocali.org](https://ocali.org).

**Ohio Coalition for the Education of Children with Disabilities** – As Ohio’s Parent Training and Information Center, the Ohio Coalition for the Education of Children with Disabilities supports parents and families of children with disabilities and works to promote support for the professionals who serve them. The Ohio Coalition for the Education of Children with Disabilities has both centralized and regional consultants throughout Ohio, providing parent support, resources and learning activities. More information is available at [ocecd.org](https://ocecd.org).

**Parent Mentors** – Across Ohio, a network of more than 100 parent mentors serve more than 16,000 parents and families of children with disabilities and those at risk. Parent mentors are parents of children with disabilities who work within educational agencies to provide families and school personnel with information, resources and support to build collaborative partnerships between families and schools. The details of the parent mentor role vary by location based on the needs of the educational agency and parents. Parent mentors serve as resources for parents on a variety of topics related to special education, including the rights and services afforded to them by state and federal law, as well as networks and other resources available in their communities. They work as liaisons between families and educational agency personnel to encourage productive communication that results in effective programs for children with disabilities.

**Seminars, trainings, conferences** – The Office for Exceptional Children and the Office of Early Learning and School Readiness offers various in-person and web-based seminars, trainings and conferences throughout the state targeted to educational agency administrators, teachers, related service providers, college/university faculty representing teacher preparation programs and parents of children with disabilities.