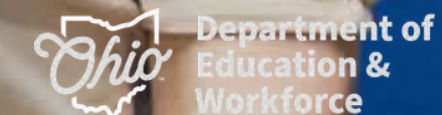




PROJECT KICKOFF MEETING

2026–2027 PROGRAM YEAR

Wednesday, September 2, 2026



TODAY'S AGENDA

DEW Updates Catie Lewis

OSU General Announcements Dr. Gabrielle Johnson

- Resources & Communication
- Community of Practice Updates
- Professional Learning Summit
- Family Engagement Summit
- OCALIcon

Mentorship Program Updates Sara Owens

Data & Dashboard Updates Keli Bussell

Webpage Updates & Professional Development Marcie Kamb

Question & Answer

Charting the Life Course Celia Schloemer & Tracey Manz





WELCOME NEW PARENT MENTORS!

Please unmute and share your name, your district or ESC, and one thing you are looking forward to contributing to the Project in your new role

- **Barbara Beal**
 - North Central Ohio ESC
- **Allison English**
 - Worthington Schools
- **Ashley Kingsboro**
 - ESC of Lorain County
- **Peggy Mangan**
 - Beavercreek/Bellbrook City Schools
- **Catherine Staker**
 - Woodridge Local Schools
- **Heather Truax**
 - Ohio Valley ESC



MEET & GREET — 10 MINUTE SLOGAN CHALLENGE

Prompt: In your breakout rooms, introduce yourselves (Name, District/ESC, and your favorite way to recharge).

Then, collaborate to create a short, punchy slogan or rally cry for Ohio Parent Mentors for the 2026–2027 school year.

Themes: Hope, Support, and Possibility (...and maybe a little humor!)

Example: *Guiding parents, supporting schools, and making the impossible look easy (one cup of coffee at a time).*

Share-out: Have one designated "scribe" paste your group's slogan into the main chat upon returning.





**Department of
Education &
Workforce**

Today's Agenda

- Department Vision, Mission, and Education Priorities
- Ohio's Integrated Multi-Tiered System of Supports
- Parent Mentor Scope of Work
 - What's New
 - Impact and Outcomes
 - Scope of Work Requirements
- Fiscal Update
- Resources

Vision

Ohio students are prepared for success in the real world.



Mission

The Ohio Department of Education and Workforce supports Ohio's students, families, and educators to ensure every student gains the knowledge and life skills needed for the future.

Education priorities



Literacy: Building a foundation for lifelong success by ensuring every student is reading at or above grade level.



Accelerating Learning: Advancing academic achievement for all students through statewide implementation of high-quality instruction, assessments, and supports.



Student Wellness: Fostering safe and supportive environments where students feel engaged and equipped to reach their full potential.



Workforce Readiness: Preparing students for success in life and careers through real-world knowledge, skills, and experiences.



Organizational Effectiveness: Delivering high-quality services and resources to strengthen Ohio's education community.

Ohio's Integrated Multi-Tiered System of Supports

Providing effective instruction for all students through academic and non-academic supports.

Student Learning Components



Adult Implementation Components



Scope of Work Updates

- Alignment with DEW Priorities: Literacy, Accelerating Learning, Student Wellness, Workforce Readiness
 - There will also be a continued focus on Integrated MTSS
- Grant applications will be submitted through the OneFunding Application (OFA) in Ed Steps
- OFA Requires a document upload- include the Request for Application Packet with your submission

Scope of Work – Impact and Outcomes

- Project goal
- Formative Outcomes
- Summative Outcomes
- Big Picture Outcomes
- Impact

Scope of Work Requirements – Educational Agencies

Roles and responsibilities of the Educational Agency receiving a Parent Mentor grant must include:

- Ensure that the Parent Mentor is involved in educational agency activities (e.g., attend staff meetings, participate in training, serve on committees)
- Work with the Parent Mentor through regular and ongoing communication to implement services

Scope of Work Requirements – Educational Agencies

Roles and responsibilities of the Educational Agency receiving a Parent Mentor grant must include:

- Attend the following (or ensure that an alternate designee attend): OCALICON Parent Mentor session; Parent Mentor Spring Conference – fully day; New Parent Mentor Orientation session (only if you have a new Parent Mentor)
- Submit project evaluation data to the Office for Exceptional Children and/or the OSU team at CETE upon request.

Scope of Work Requirements – Parent Mentors

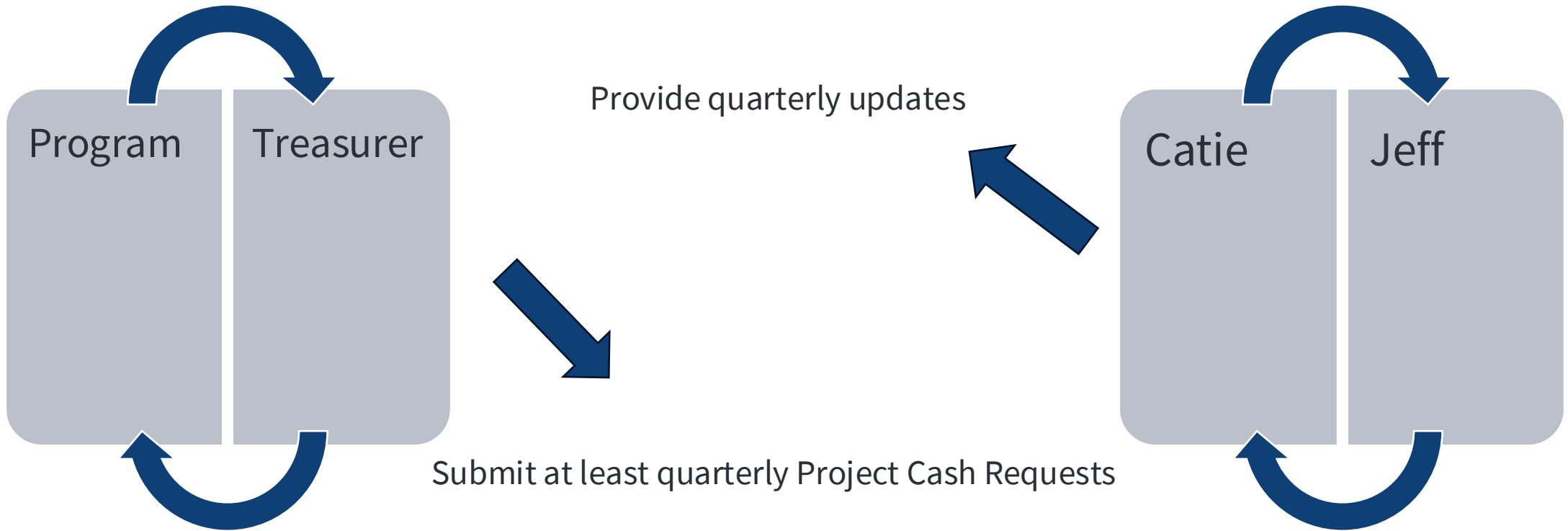
Expected duties of the Parent Mentor:

- Attend required events
- Submit project evaluation data by the provided deadlines to the OSU team at CETE for reporting to the Office for Exceptional Children
- Attend evaluation team report (ETR) /Individualized Education Program (IEP)- related meetings at family or district request (may be face-to-face, virtual, by phone, etc.)

Monitoring Compliance with Grant Expectations

- Monthly data review by OEC team of data provided by OSU as submitted by Parent Mentors
 - Intervention
- Site Visits
- Your role in compliance with grant expectations:
 - Alignment of this work with DEW priorities and detailed in Scope of Work responses
 - Attending required events (Parent Mentor and Educational Agency representative)
 - Regular meetings between the Parent Mentor and Educational Agency representative
 - Accurate and timely Parent Mentor data collection

Fiscal Reminder



Questions or need for support?

ParentMentors@education.ohio.gov

Ohio's 2026 Determination

- Each state receives an annual determination from the Office of Special Education Programs (OSEP)
- Rates the implementation of the Individuals with Disabilities Education Act (IDEA)
- Includes both procedural compliance and student results data
- One of 21 states and territories in Meets Requirements

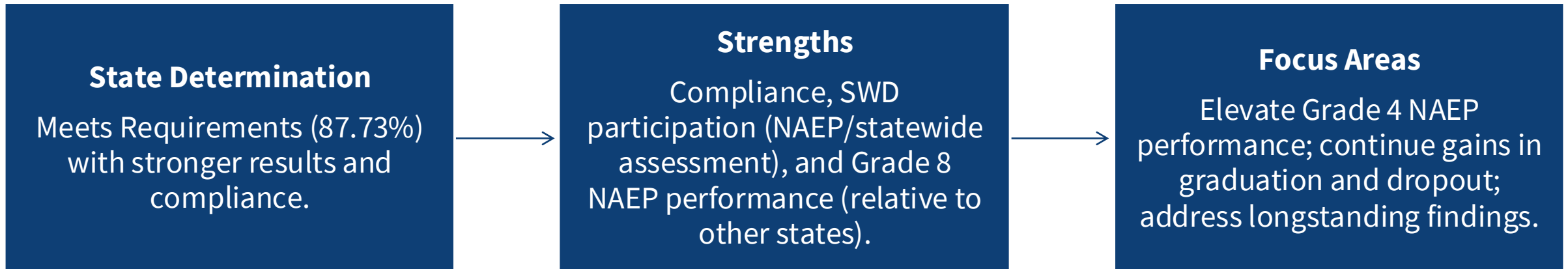


Ohio's Overall Score

Percentage (%)	Determination
87.73	Meets Requirements

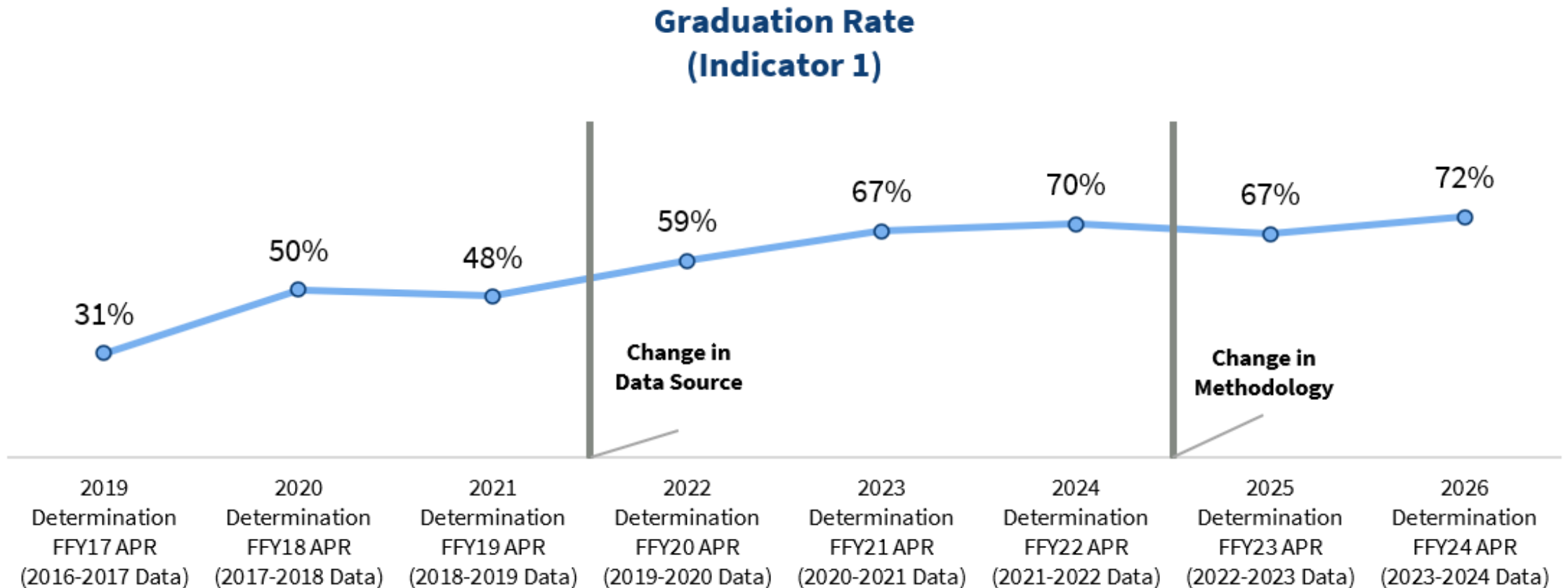
Overall Scoring	Total Points Available	Points Earned	Score (%)
Results	20	16	80.00%
Compliance	22	21	95.45%

Key takeaways & next steps



INDICATOR 1: Ohio Trend (8 Years)

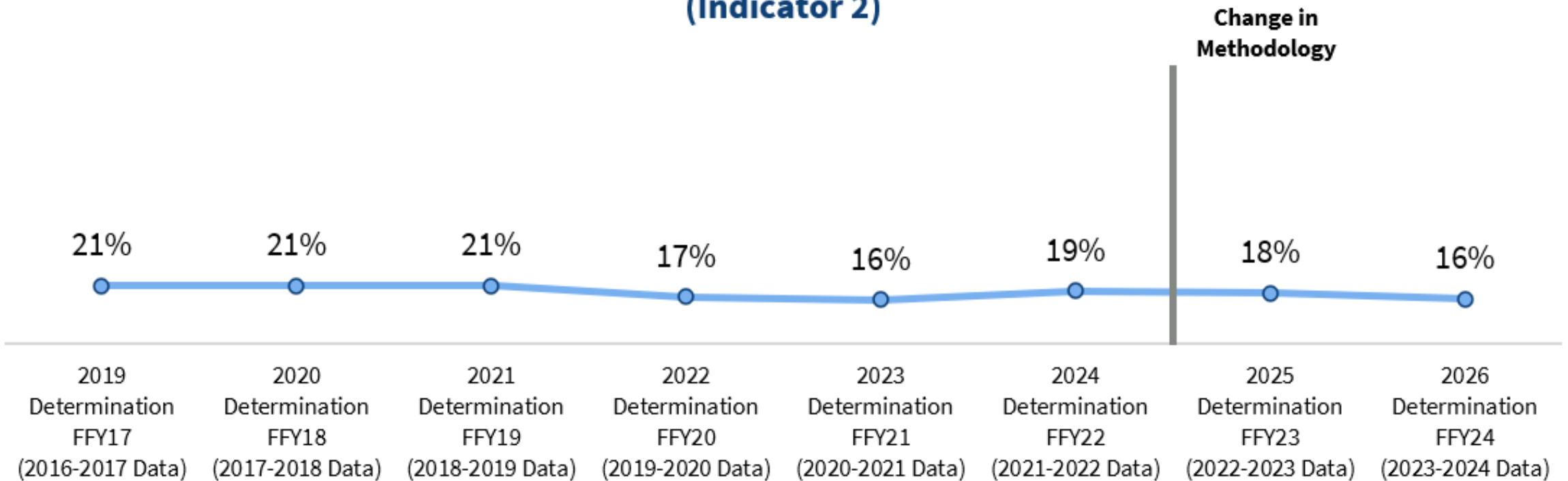
Upward trend in % of youth with IEPs graduating with a regular diploma.



Indicator 2: Ohio TREND (8 YEARS)

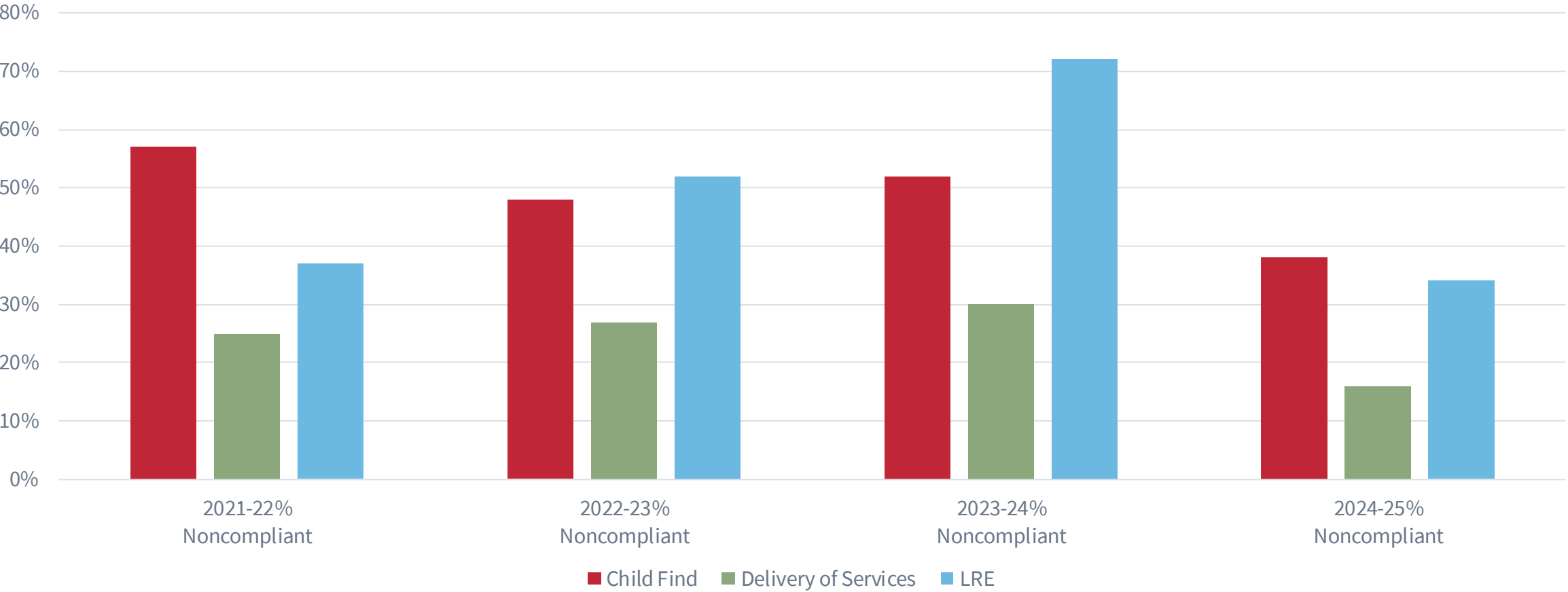
Downward trend in % of Ohio youth with IEPs dropping out.

Dropout Rate (Indicator 2)



POSITIVE IMPACT OF INTERNAL MONITORING

Areas of Noncompliance



EVALUATION TEAM REPORT TRENDS

2023-2024
2024-2025

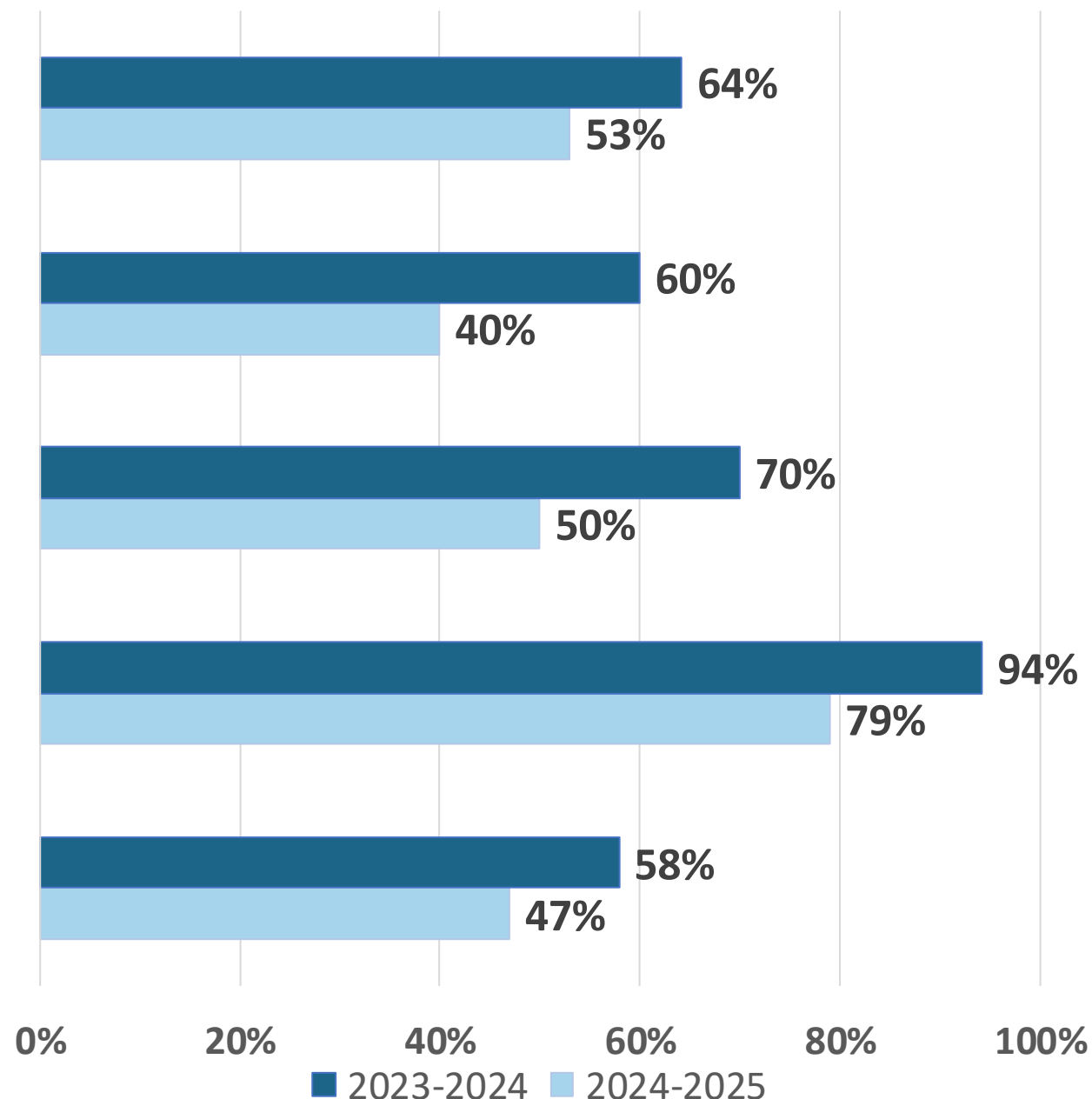
Justification for the eligibility
determination decision

ETR contains clear
description of educational
needs

ETR clearly states summary
of assessment results

ETR addresses all areas
related to disability

ETR-Interventions provided



IEP NONCOMPLIANCE TRENDS

2023-2024
2024-2025

Statement of SDI/Related Services

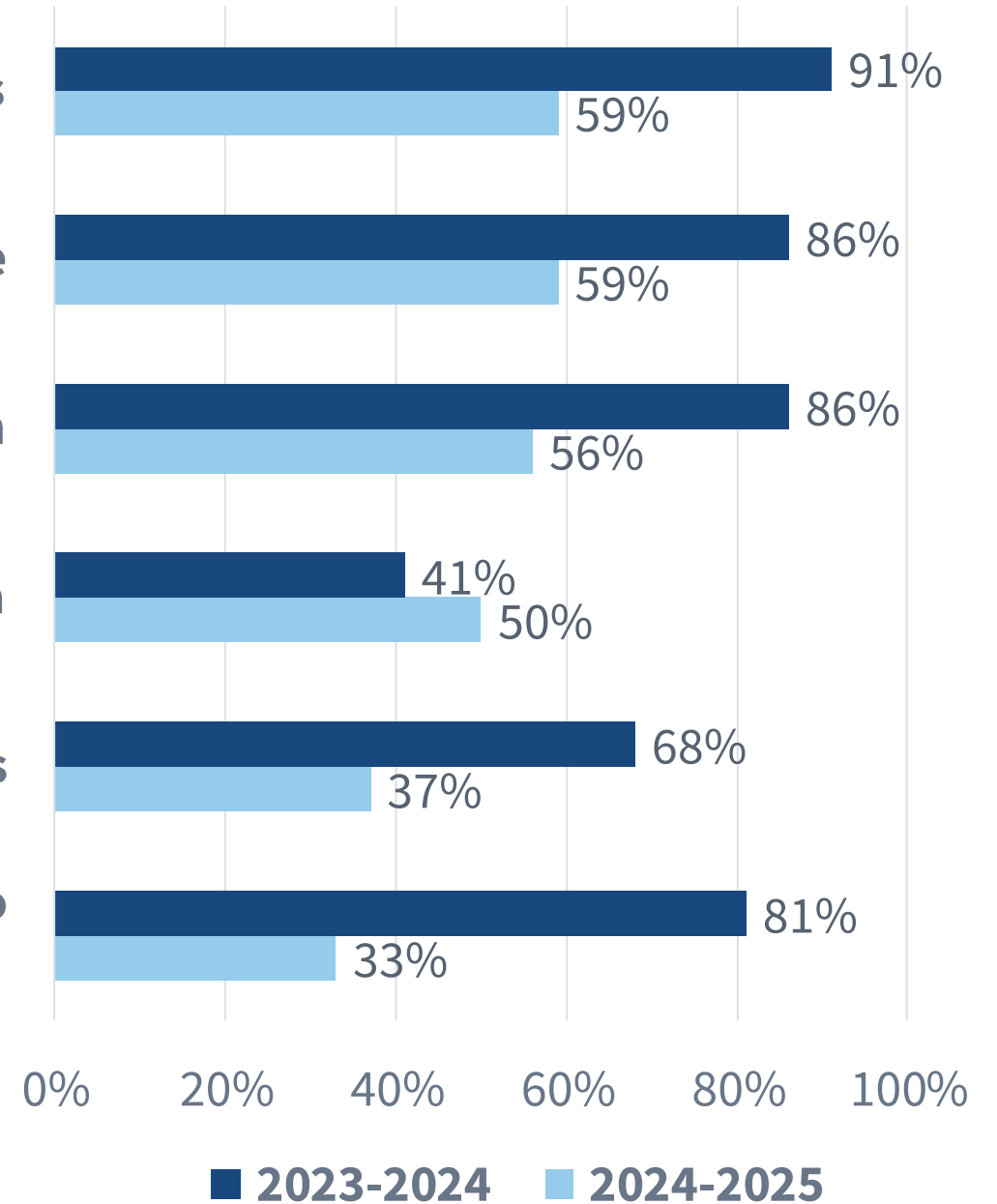
Present Levels of Performance

Transition Plan

Revision of IEP based on data

Measurable goals

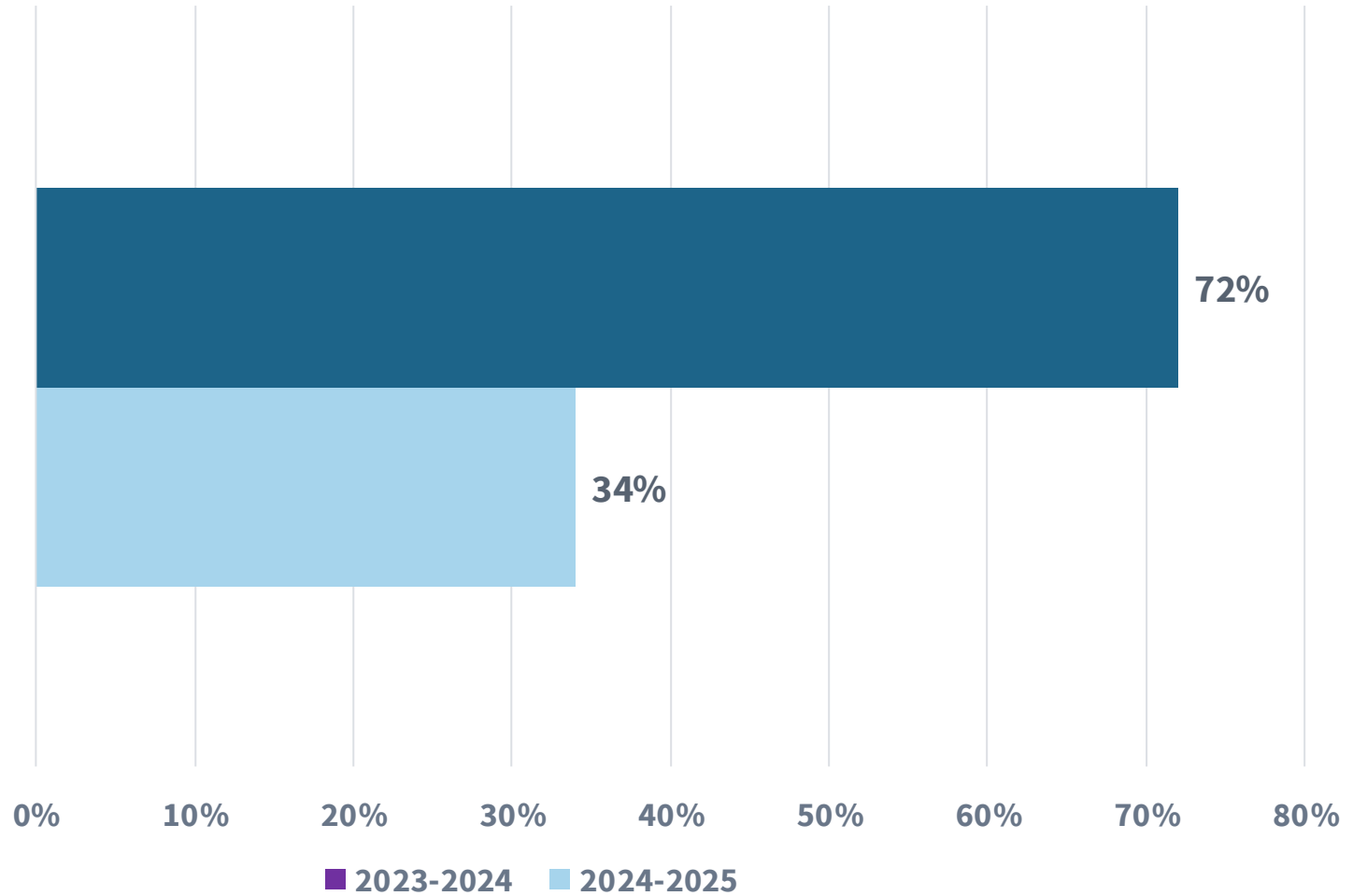
Data collected and analyzed to
inform instruction



LRE NONCOMPLIANCE TRENDS

2023-2024
2024-2025

LRE Justification

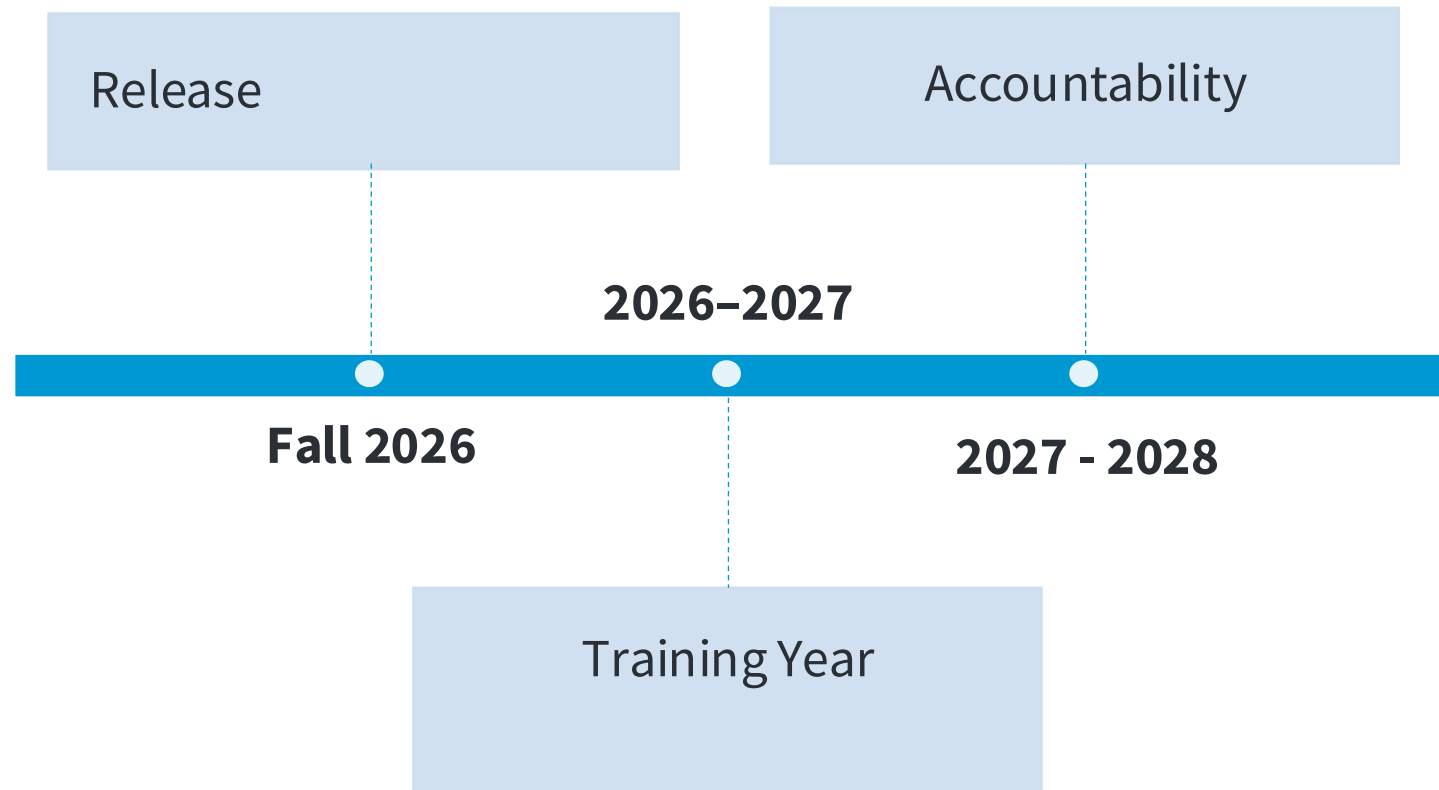


ETR and IEP forms

✓ IEP/ ETR Forms – Plan for Roll-out and Training

- Training

- Regional trainings
- Webinars
- Office hours
- Support from associations and organizations



FORMS IMPLICATIONS



The new IEP forms will provide clarity on who is delivering and monitoring specially designed instruction

The monitoring guide will be updated once the new forms are finalized. Both the current guide and the updated guide will be posted online for educational agencies to reference.

Educational Agencies will be required to use the new forms in the 2027–2028 school year.

The LMS modules, and potentially the operating standards, will need to be updated to reflect changes that have occurred.

Resources

OEC Office Hours Sessions



- Last Wednesday of the month
- 3:00 - 4:00pm
- Audience: all stakeholders

Check website for updated topics and sessions!

<https://education.ohio.gov/Topics/Special-Education/Office-of-Exceptional-Children-Contact-Information>

Join Us for the Next SAMIS

First Thursday of each month at 1:00 PM

Visit our SAMIS webpage below to access the meeting link:

[Supports and Monitoring Information Session \(SAMIS\) | Ohio
Department of Education and Workforce](#)



Upcoming SAMIS Sessions

Date	Title	Description
09/03/2026	Desk Review 1 and 2 Phases Overview	In this session, the OEC Supports and Monitoring Team will help educational agencies become familiar with Phases 1 and 2 of the revised Special Education Desk Review process.
10/01/2026	Learning Management System	Join us with Andrea DiFrancesco to explore the new Learning Management platform in Cornerstone to access free professional development for OHID holders.
11/05/2026	Ohio District Data Exchange (ODDEX)	Join us in welcoming Amy Szymanski to explore Ohio District Data Exchange (ODDEX) and use it to make data driven team decisions.
12/03/2026	Desk Review 3 and 4 Phases Overview	In this session, the OEC Supports and Monitoring Team will help educational agencies become familiar with Phases 3 and 4 of the revised Special Education Desk Review process.
01/07/2027	Comprehensive ETR on 2018 Forms	This session will be 2 hours in order to provide a comprehensive review of the compliance of the 2018 version of the ETR.
02/04/2027	Comprehensive IEP on 2018 Forms	This session will be 2 hours in order to provide a comprehensive review of the compliance of the 2018 version of the IEP.
03/04/2027	Literacy	Join us with Karen Jeffries to learn more about the intersection of literacy and special education.
04/01/2027	2026 Forms Overview	In this session, the OEC Supports and Monitoring Team will review the 2026 forms.
05/06/2027	MDR and Discipline	This session will be a collaboration between the Office of Family Engagement & School Partnerships and the Office for Exceptional Children



OEC LMS Modules: Released to the Public

Special Education Essentials

- Evaluation Team Report (ETR)
- Individualized Education Program (IEP)
- Secondary Transition Compliance
- Internal Monitoring Process (4 parts)
- General Educator's Role in the Special Education Process

Special Education: Beyond the Essentials

- Least Restrictive Environment
- Disproportionality in Special Education Achievement
- Co-Plan to Serve
- IEP Goal Construction
- Parent Engagement
- Related Services
- Medication & Facilitation
- Accommodations and Modifications 101



SECONDARY TRANSITION MODULES

- The Secondary Transition for Students with Disabilities Modules are accessed from the Learning Management System link within your [OH|ID account](#). Enrollment in the modules requires an Ohio educator license.
- **Don't have a license? Don't worry! Please [click here](#) for alternate access.**

<u>Student-Focused Planning</u>	How do I help my students plan for the future?
<u>Student Development</u>	What skills do my students need to meet their postsecondary goals?
<u>Interagency Collaboration</u>	How do I involve agencies in postsecondary planning?
<u>Program Structure</u>	What foundational elements are necessary to effectively implement transition services?
<u>Family Engagement</u>	How do I engage families in postsecondary planning?



Teaching ALL Learners Center Resources

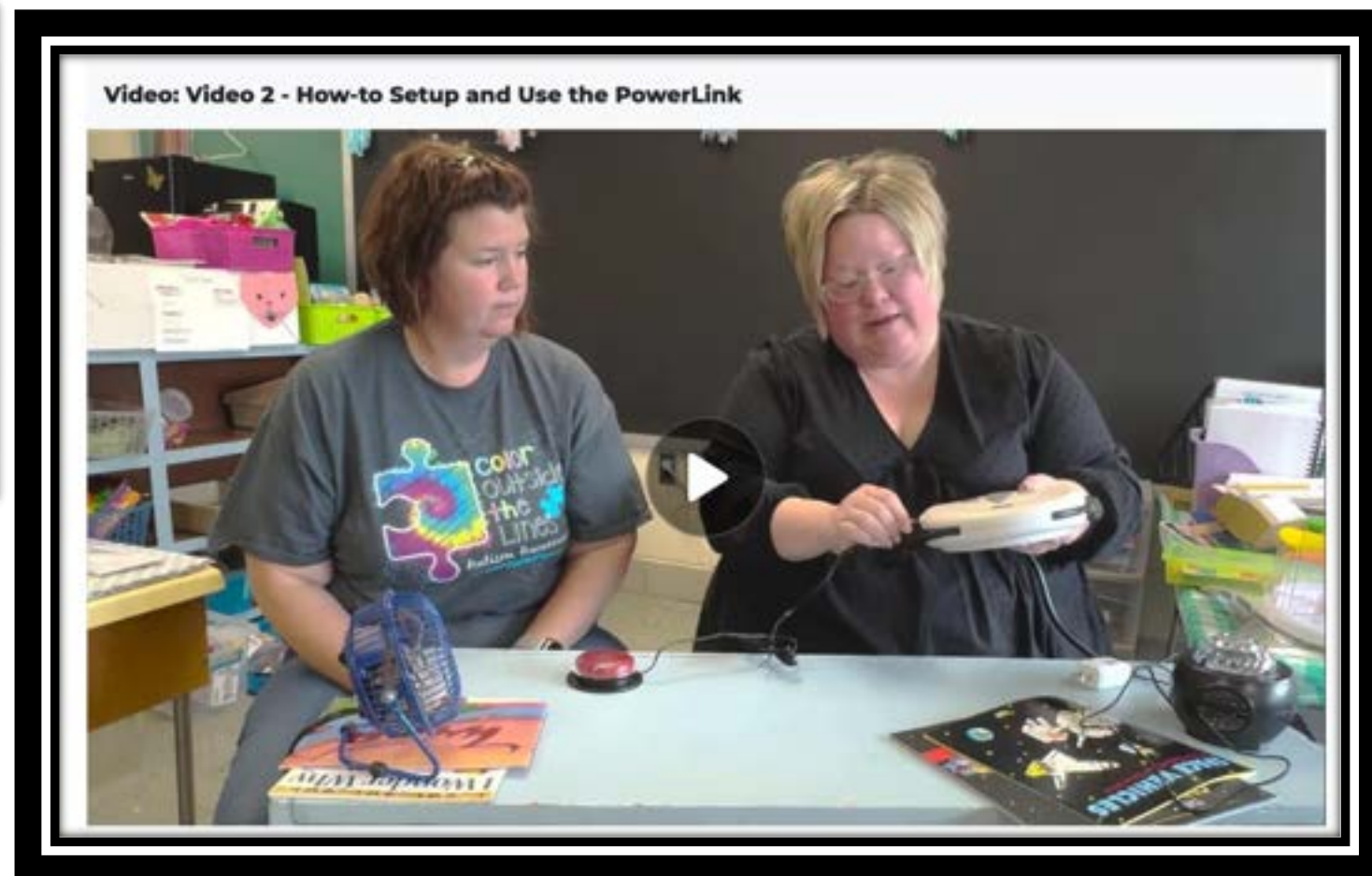
- OCALI TAL Center Homepage Links
 - General Overview
 - How-To Video Series
 - www.literacyaccessforall.org website
 - OCALI Lending Library – Curriculum Resources
- Curriculum/Literacy Access for All Website

Ways to access content:

- By need or Problem of Practice (CAPs)
- By chapters (Accessing the General Curriculum, Language & Literacy, systems change)
- Take the Course (full start to finish PD scope and sequence)



How-To Video Series



How-to Video Topics Include:

- How-to Fractions: From Bar Graphs to Pie Graphs
- How-to Setup and Use a Powerlink
- How-to Adapt Choice-making in the Daily Schedule
- How-to Adapted Books: Page Fluffers
- How-to Add Layers of Communication Access to Books
- How-to Set up and Use Switch Accessible Spinners
- How-to Break Down Division
- How-to Adapt Notetaking
- How-to Adapt Materials in Social Studies and Science
- How-to Set up Instruction Carts for Foundational Literacy and Math Lessons
- How-to Integrate Assistive Technologies Into Everyday Lessons and Environments
- More coming soon...



Many How-to Videos Feature Lending Library Curriculum Kits



[Learning Management System for Ohio Education | Ohio Department of Education and Workforce](#)



Coming SOON!



Science of Reading Tip Sheet



ReadOhio Tip Sheets

Science of Reading

TIP SHEET

The Science of Reading: Tips for Families and Questions for Schools

The Science of Reading... What is it and why is it important?

The [National Center on Improving Literacy](#) explains that the Science of Reading is research about how kids best learn to read. Teaching methods using this research focus on the [5 Big Ideas of Beginning Reading](#), which are part of Ohio's Learning Standards for English Language Arts from kindergarten through grade 12.

To become good readers, children need to develop skills in these areas:

1. **Phonemic awareness:** Ability to identify and play with individual sounds in spoken language
2. **Phonics:** The relationship between the individual sounds in spoken language and the letters we use to represent them in written language
3. **Fluency:** Ability to read accurately, with expression, at a rate that supports comprehension
4. **Vocabulary:** Knowing what words mean and how to say and use them correctly
5. **Comprehension:** The process readers use to understand what they read - this is the goal of reading!

Effective reading instruction must be both systematic and explicit.

Systematic Instruction	Explicit Instruction
Teaching follows a predefined scope and sequence with frequent reviews. Systematic instruction has a logical and specific plan for what should be covered and in what order, from simple to most complex.	The teacher shows students what they need to know, giving them guided practice (with feedback) and independent practice with each skill. The teacher does it first, teacher and student do it together, and the student does it independently.

To download additional tip sheets, visit [education.ohio.gov/Literacy/TipSheets](#)

All children deserve quality reading instruction that is based on research and best practices.

How can you know if your child is getting good reading instruction at school? Families need an answer to this question, because children who don't learn to read well in first and second grade are unlikely to catch up later. What should you ask your child's teacher? What are the signs that your child may not be receiving the instruction needed for later school success? And what should you look for in reading instruction?¹



¹ [Effective Reading Instruction: Reading Skills as Goals for Students](#) (2016) Retrieved from: [Reading Instruction at What Works? Science of Reading Research](#)

 Department of Education & Workforce

Special Education Newsletter

- Sign up to receive the OEC Newsletter!

- <https://public.govdelivery.com/accounts/OHED/subscriber/new>

- Special Education Updates

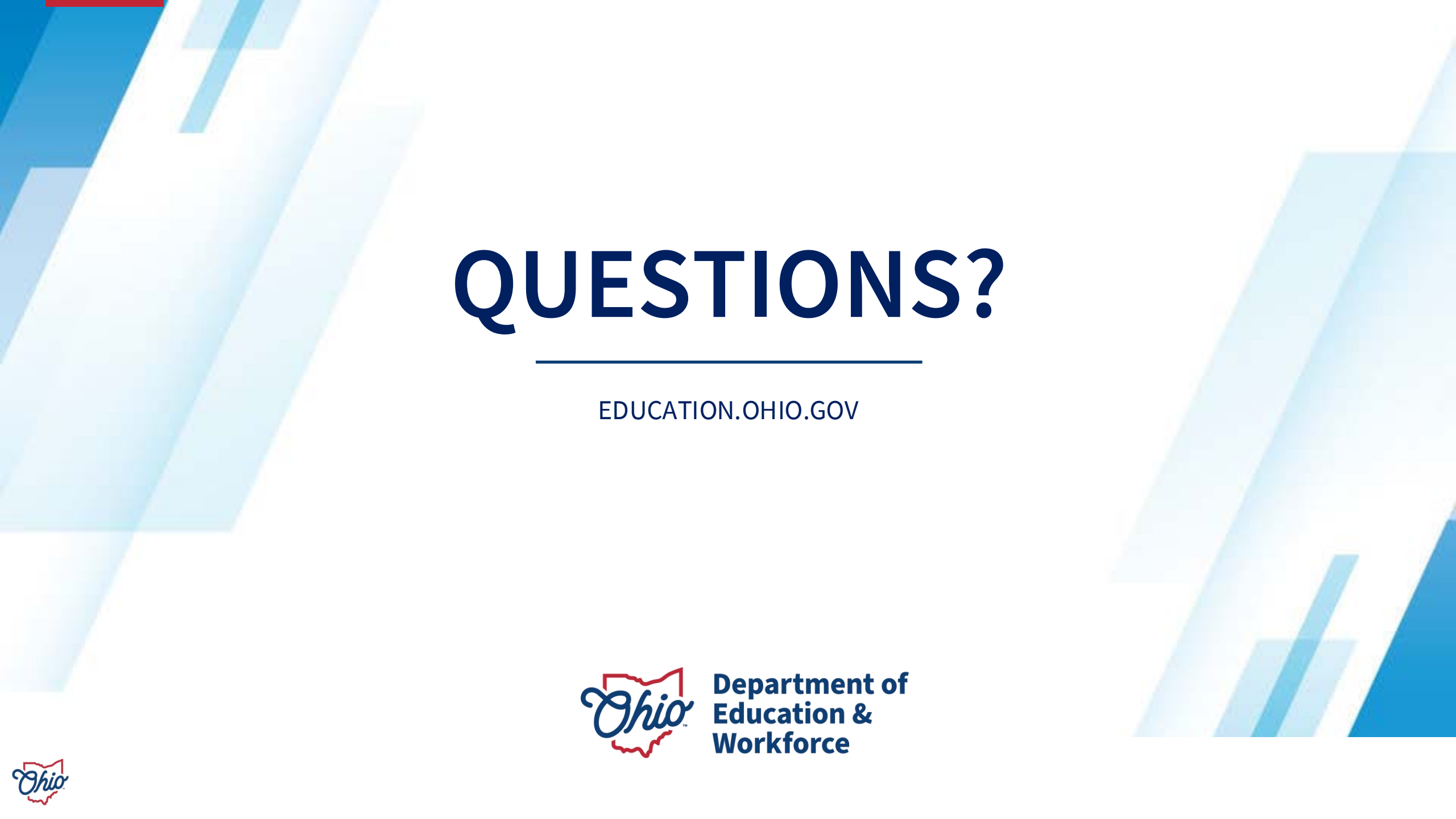


QUESTIONS?

EDUCATION.OHIO.GOV



**Department of
Education &
Workforce**





Department of Education & Workforce

EDUCATION.OHIO.GOV



OHIO STATE TEAM PROGRAM UPDATES



General Programming Updates

- **OCALICON 2026 — November 17–20, 2026**
 - Please wait for our instructions to register for free
 - Required session for Parent Mentors and EA Representatives (see calendar)
- **Biweekly Newsletter Archive**
 - If experiencing technology issues, please reach out to your district's technology support first and then reach out to us
- **Family Engagement Summit — Free Registration for Parent Mentors**
 - go.osu.edu/FamilyEngagementSummit
- **2026 Professional Learning Summit (formerly Spring Conference)**
 - Friday, March 12, 2027 — Fawcett Event Center, Columbus, Ohio
 - Professional Development Tracks — selected at registration
- **Your stories make a difference!**
 - Submit your events and successes to be featured on the website and related resources



ALL ATTENDEES
Please be sure to
complete the professional
development interest
survey today:

go.osu.edu/2026PD



Parent Mentor Checklist

EA Representative Checklist

Parent Mentor Activities Checklist 2026-2027

For more information and registration links, please visit the Parent Mentor Calendar.

Project Meetings

☐ Kickoff Meeting: Wednesday, September 2, 2026

☐ Year-End Closeout Meeting/Needs Assessment Review: May 5, 2027

Conferences

☐ OCALICON Closed Session: Wednesday, November 18, 2026

☐ Parent Mentor Professional Development Summit: Friday, March 12, 2027

☐ (optional) Family Engagement Summit: September 18, 2026

Professional Development

☐ Podcast Episode 1 available for listen September 23, 2026

☐ Podcast Episode 2 available for listen November 4, 2026

☐ Podcast Episode 3 available for listen January 6, 2027

☐ Virtual office hour on Zoom: Wednesday, October 21, 2026

☐ Virtual office hour on Zoom: Wednesday, December 9, 2026

☐ Virtual office hour on Zoom: Wednesday, February 24, 2027

Community of Practice Meetings

☐ Virtual Community of Practice #1 with your region/SST

☐ Virtual Community of Practice #2 with your region/SST

☐ Virtual Community of Practice #3 with your region/SST

See next page for Educational Agency Representatives' Checklist



EA Representative Activities Checklist 2026-2027

Educational Agency Representatives, we appreciate your time and commitment to ensure the success of your Parent Mentor. If you are ever unable to attend one of the required events below, you may send a representative in your place. Send us an email at cete-parentmentor@osu.edu to give us a heads up.

For more information and registration links, please visit the Parent Mentor Calendar.

Project Meetings

☐ Kickoff Meeting: Wednesday, September 2, 2026

☐ Year-End Closeout Meeting/Needs Assessment Review: May 5, 2027

Conferences

☐ OCALICON Closed Session: Wednesday, November 18, 2026

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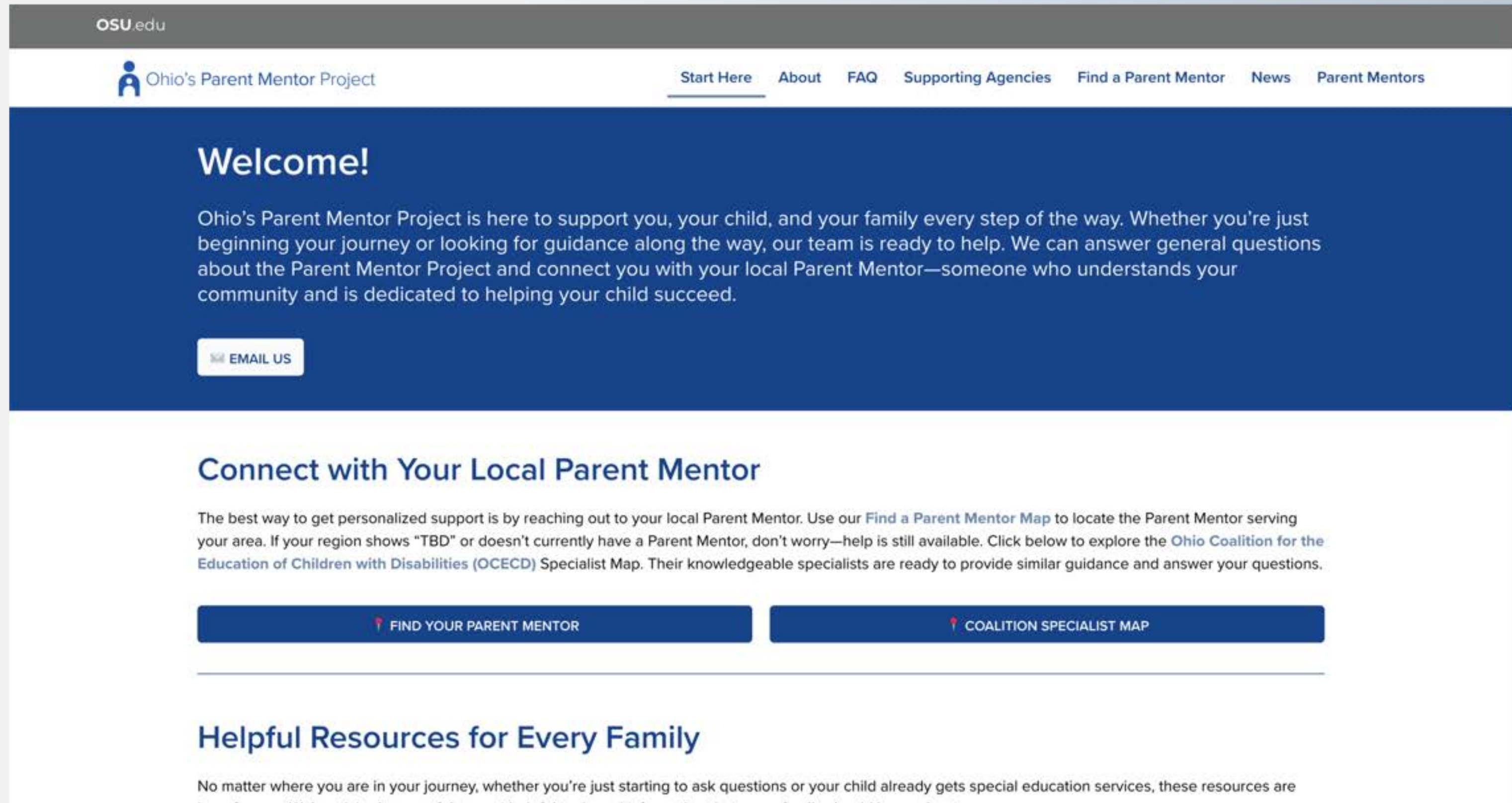
☐ (optional) Family Engagement Summit: September 18, 2026



Available on the
Parent Mentor back
page of the website
under
ONBOARDING



Website — “Start Here” Page



Indicator 8 Office Hour

(Optional Professional Development Opportunity)

- **What It Is:** An optional deep-dive into the Indicator 8 Special Education Family Survey which measures how effectively schools facilitate parent involvement to improve services and results for students with disabilities.
- **Why It Matters:** Indicator 8 data is collected by the Office for Exceptional Children to fulfill federal IDEA reporting requirements and is published in each district's annual Special Education Profile. Understanding these metrics helps you demonstrate the direct impact of family engagement and guide continuous improvement in your district.
- **Action Item:** Learn actionable strategies to support survey dissemination during its spring administration window and help drive (and apply) parent responses.
- **Who Should Attend:** Highly recommended for all Parent Mentors, especially if your district is part of this year's survey cohort!

Register for the Office Hour
(also on calendar)



2027 Cohort List





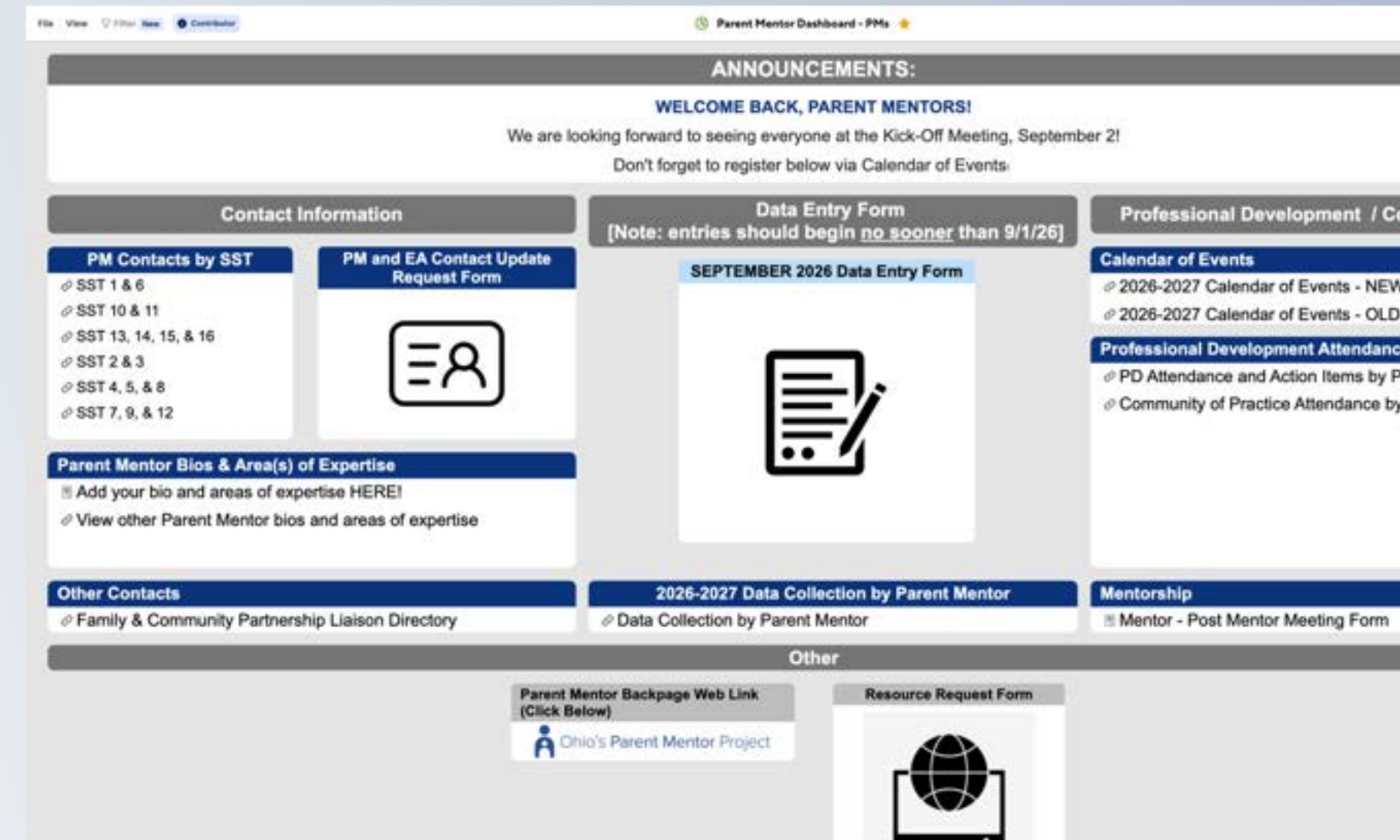
Mentorship Program Updates

- **Mentorship Orientation (Closed Session)**
 - Wednesday, September 9th at 10 am
- **Midyear Check-Ins**
- **Gathering at Spring Professional Learning Summit**
- **Currently 5 new Mentees and 6 returning Mentees**
- **If you would like to help mentor new Parent Mentors**
 - Must have been a Parent Mentor for at least 3 years
 - Send Sara Owens an email at cete-parentmentor@osu.edu

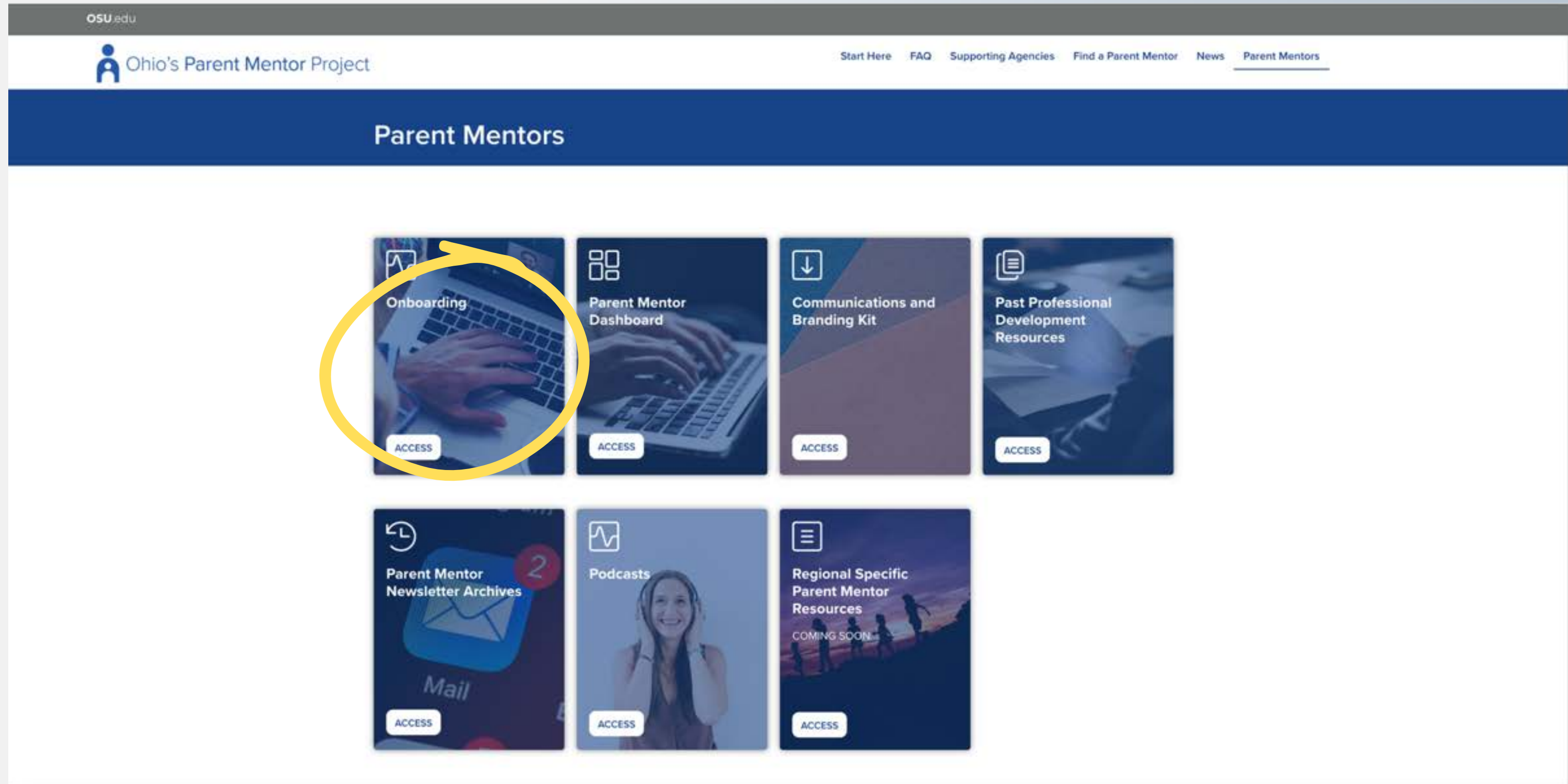


Parent Mentor Dashboard Updates

- Individualized Data Reports
- Professional Development and CoP
- Attendance – Individual Report
- Parent Mentor Bio Site
 - Photo, Expertise Areas
- Multiple Calendar Viewing Options
 - New view: copy/paste link for registration and other details
- Issues with data or technical assistance needed for Smartsheet?
 - Send Keli Bussell an email at cete-parentmentor@osu.edu



Website — Back Page Reorganized



Website — Onboarding

OSU.edu

 Ohio's Parent Mentor Project

Start HereFAQSupporting AgenciesFind a Parent MentorNewsParent Mentors

Onboarding

The following are several links to information and online learning modules you can reference as you begin your role as a Parent Mentor or Educational Agency Representative.

Scroll over the titles and select to access the materials.

Downloads and Links for Parent Mentors

2026–2027 Request for Applications Packet (previously referred to as the Scope of Work template)

Parent Mentor Checklist for 2026-2027

New Parent Mentor Orientation Module

New Parent Mentor Onboarding Checklist

Parent Mentor Brochure

Parent Mentor Binder

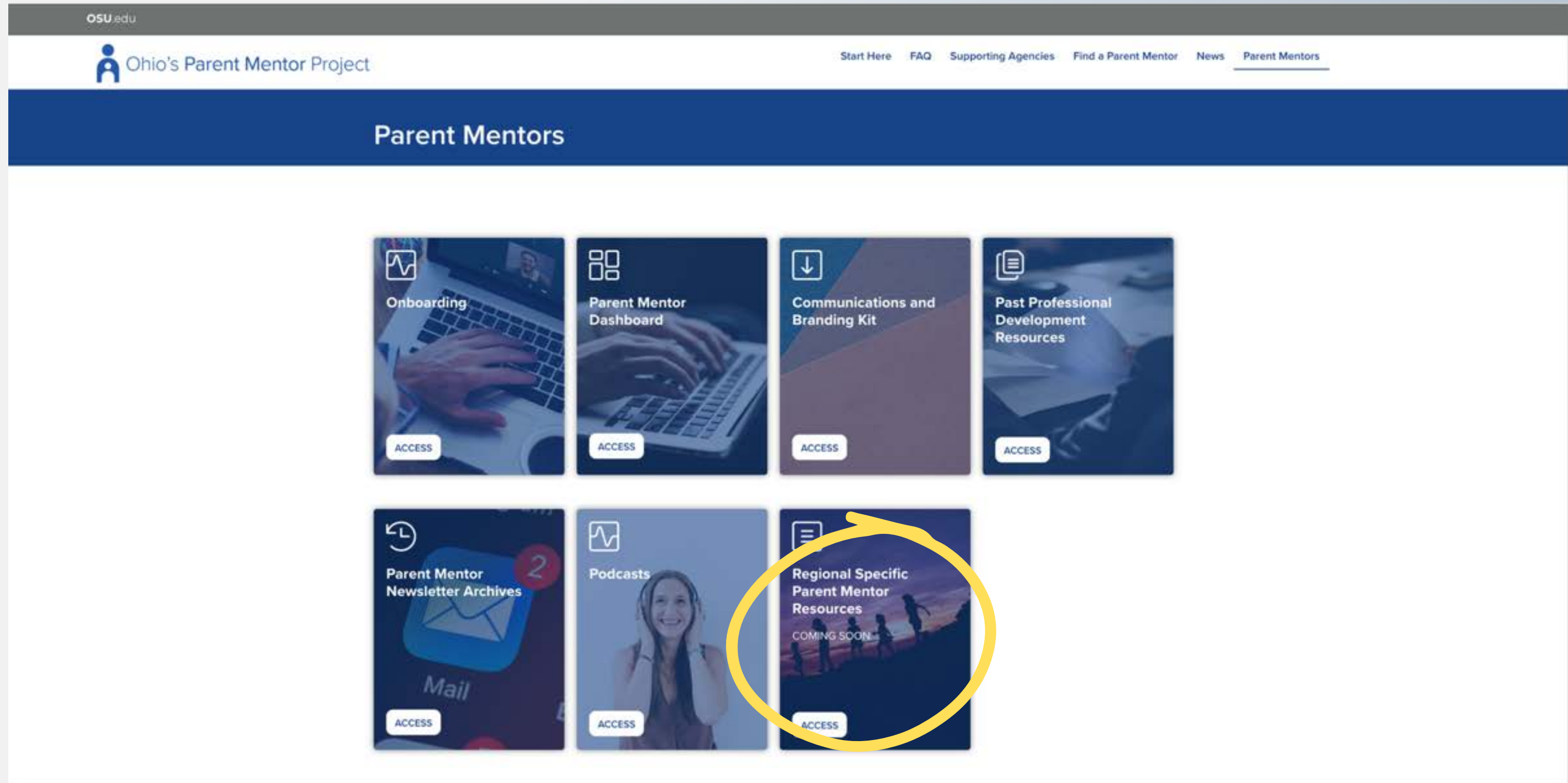
Data Collection Form Guidance on Documenting MTSS, RTI, and IAT

Resources for Working With Families

English



Website — Regional Specific Resources





QUESTIONS



**FAMILY RESOURCE
NETWORK OF OHIO**

*Ohio's Official Hub for
Charting the LifeCourse*

FRNO and Charting the LifeCourse

Practical resources for Ohio Parent
Mentors



Families supporting families



FRNO connects families to tools and one another

The Family Resource Network of Ohio helps families by providing resources, tools, and training.

- We support individuals with developmental disabilities and their families.
- We use Charting the LifeCourse to help people pursue their own vision of a good life.
- We create opportunities for Ohio families and professionals to learn from one another.

Who We Are

The Family Resource Network of Ohio is here to help families by providing resources, tools, and trainings.

We use Charting the LifeCourse Framework to help individuals and families of individuals with developmental disabilities support each other in the pursuit of the good life. Together, we can achieve great things.

Statewide • Practical • Family-centered

Parent Mentors and FRNO share the same goal

Helping families feel informed, prepared, and heard

1

Understand

Make information
and supports
easier to navigate

2

Prepare

Organize questions,
priorities, strengths,
and concerns

3

Partner

Build productive
relationships between
families and schools

4

Plan

Connect today's
school experience to
the student's future

**FRNO gives Parent Mentors another place to turn when a family needs a tool,
example, training, or connection.**

CtLC turns hopes and concerns into a clearer plan

Charting the LifeCourse is a framework and set of tools that helps people:

- Develop a vision for a good life
- Identify strengths, priorities, and support needs
- Organize ideas before important conversations
- Solve problems and consider next steps
- Plan across all ages and stages of life



**Use it for yourself, your family, or
in the work you do.**

CtLC can strengthen the IEP process



CtLC helps students and families arrive with a clearer vision, stronger voice, and more organized information.

The same tools can help before, during, and after meetings

BEFORE

- Clarify priorities
- Organize questions
- Name strengths and concerns

DURING

- Center student voice
- Connect goals to real life
- See the whole person

AFTER

- Identify next steps
- Notice support gaps
- Track movement toward the vision

The goal is not to complete a worksheet. The goal is a conversation that better informs the process and desired outcomes.

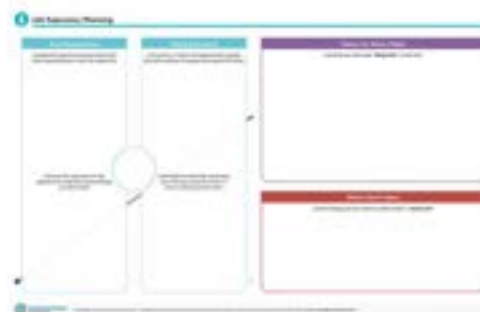
Three tools Parent Mentors can use right away



The form is titled "LifeCourse One Page Person Centered Description". It includes fields for "Name:" and "Date:". Below these are three main sections: "What People like and Enjoy About Me:" (a large white box), "What's Important to Me:" (a large white box with an orange border), and "How Best to Support Me:" (a large white box with a blue border). The form is designed for a person to describe themselves and their needs in a simple, structured way.

One Page Description

Capture what people appreciate, what matters, and how to offer support.



Life Trajectory

Clarify the vision, what to move toward, and what to avoid.



Integrated Supports Star

Map strengths, relationships, technology, community, and formal supports.

A vague hope can become a practical plan

A family might say:

“I want my child to be successful after high school, but I don’t know where to begin.”

A Parent Mentor could help the family:

- 1 Describe how to best support their student using the One Page.
- 2 Use the Trajectory to name hopes, desired experiences and things to avoid
- 3 Use the Star to identify people, resources, and support gaps.
- 4 Bring those ideas into informal and IEP or transition conversations.

The questions create the value. The completed paper is optional.

FRNO gives you one place to find and share support



Education

Resources

Events

Training + CtLC

The Education tab supports school conversations



Use this area to find:

- Education-focused examples
- Resources for family-school conversations
- Ways CtLC can support learning and transition
- Materials to share with families and school teams

Think of it as a starting point when a family asks, “Do you have something that could help us with this?”

Videos bring the tools to life

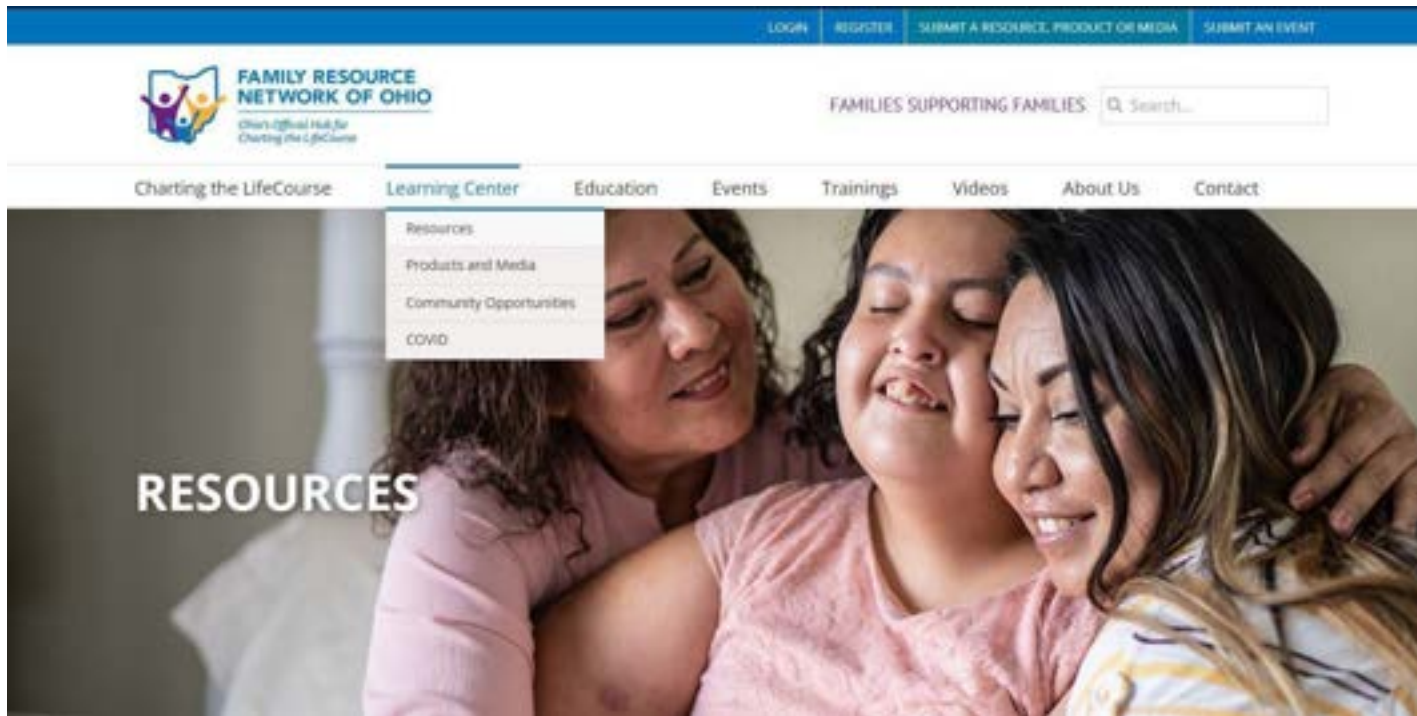
Families may connect with a story or example before they are ready for a worksheet.

- Watch practical examples of CtLC in school
- Hear directly from families and people with disabilities
- Share a short video before or after a family conversation



Choose the format that feels most approachable for the family.

The Learning Center organizes resources in one place



Look for:

- Resources
- Products and media
- Community opportunities
- Materials from statewide partners

You can also submit a helpful resource so other Ohio families can find it.

The Events calendar connects families across Ohio

Find an event

Click any event image for details, registration information, and links.

Share an event

Submit your organization's family or disability-related event directly from the site.



The goal is a fuller statewide calendar that is useful to every Ohio family.

The CtLC section brings the framework, tools, and training together



Explore the framework and principles

Download practical tools

Learn about Ambassador opportunities

Request training for your group

Start with one tool that matches the family's immediate question.

Learn with Ohio's Community of Practice

Quarterly statewide gatherings bring together people who want to strengthen supports for Ohioans with disabilities and their families.



People with
disabilities

Family
members

Parent
Mentors

Educators

Community
partners

Share experiences • hear new ideas • make connections • learn practical strategies

Visit the [CoP page](#) for current dates and registration.

GROW YOUR IMPACT

Become a Charting the LifeCourse Ambassador



NOW ACCEPTING NEW APPLICANTS

Ready to Become a Charting the LifeCourse (CtLC) Ambassador?

The Ohio Department of Education and Workforce is accepting applications from:

- Parent Mentors
- State Support Team Consultants
- Ohio Educators

The program is fully funded by DEW; however, applicants are required to make a commitment to participate. More details about these commitments will be provided during the application process.

Are you ready to...

- Inspire change in your schools?
- Support others on their LifeCourse journey?
- Bring CtLC principles to life in real, meaningful ways?
- Build connections with passionate advocates?
- Champion a good life for all?
- Encourage positive, proactive conversations with families about their students' education?

Ready to take the next step?
Apply now or scan the QR code to learn more!

Apply Now **This is your moment. Join us!**

FAMILY RESOURCE NETWORK OF OHIO
Official Hub for Charting the LifeCourse

Now Accepting New Applicants

Parent Mentors

State Support Team Consultants

Ohio Educators

Why become an Ambassador?

- Inspire change in schools
- Support families on their LifeCourse journey
- Build connections across Ohio
- Bring CtLC principles to life

Scan the QR code on the flyer to learn more and apply.

Bring Project STIR to your school!

Designed to grow Advocacy and Leadership

A guided learning opportunity for students who want to do more ensure inclusion for all.



RECRUITING OHIO SCHOOLS | 2026-2027
BRING PROJECT STIR™ TO YOUR SCHOOL
Inclusive leadership and self-advocacy training for students.

Students learn leadership by practicing it.
Project STIR™ (Steps Toward Independence and Responsibility) is interactive leadership training taught by people with developmental disabilities. Students build practical skills they can use at school, at home and in their communities.

Students learn to:

- Speak up about what matters to them
- Communicate assertively
- Solve problems and negotiate
- Understand rights and responsibilities
- Lead and work with others
- Plan for the future with Charting the LifeCourse
- Start an Advocacy club within the school

A strong fit for your school
Bring together students age 14 or older with and without disabilities, along with educators or school staff. Students who want support may participate with a trusted ally.

Hands-on and student-centered
A two-day school-based experience with demonstrations, small-group activities, role play and opportunities to practice real leadership skills.

*****This training is offered free of charge with breakfast and lunch provided both days*****

Interested in bringing Project STIR to your school?
Contact Tracey Manz
Tracey.Manz@osum.edu |

**FAMILY RESOURCE NETWORK OF OHIO**
Ohio's Official Hub for Charting the LifeCourse

Family Resource Network of Ohio | The Ohio State University Nisonger Center

Start with one family, one conversation, one tool

Visit FRNOhio.org to explore resources, share an event, find training, or connect with Ohio's CtLC community.

FRNOhio.org



FRNO website



Facebook

Thank you!

A copy of today's slides will be made available on the Parent Mentor website



ALL ATTENDEES
Please be sure to complete the
professional development interest survey:
go.osu.edu/2026PD

Please do not hesitate to reach out for support.
We're here to help!

-  cete-parentmentor@osu.edu
-  parentmentors@education.ohio.gov
-  parentmentor.osu.edu