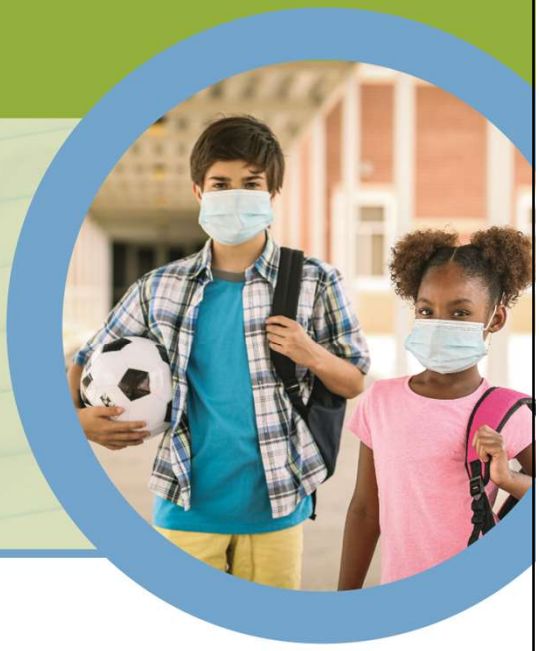
#EachChildOurFuture

ED STEPS: Three-Year Planning



Morgan Brown, Rachel Hand, Scott May, Diane Neal and Paul Preston · September 2022

Ohio Department of Education

1

Agenda

- Introduction
- ED STEPS: Navigation / Cohort Assignment / Feedback ?
- Three Year Planning: One Needs Assessment and One Plan
- Three-Year Planning: Best Practices and the Foundation for All Plans
- One Funding Application
- Timeline and Deadlines
- Questions

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2

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EDSTEPS

The Education Department's System of Tiered E-Plans and Supports

3

EDSTEPS Cohorts and Three-Year Planning

Starting in:	Group:	School Years Included in Three Year Plan					
		2020	2021	2022	2023	2024	2025
Jan. 2020	Pilot	←	—	—	→		
Jan. 2021	Cohort 1		←	—	—	→	
Jan. 2022	Cohort 2			←	—	—	→
Jan. 2023	Cohort 3				←	—	→

4

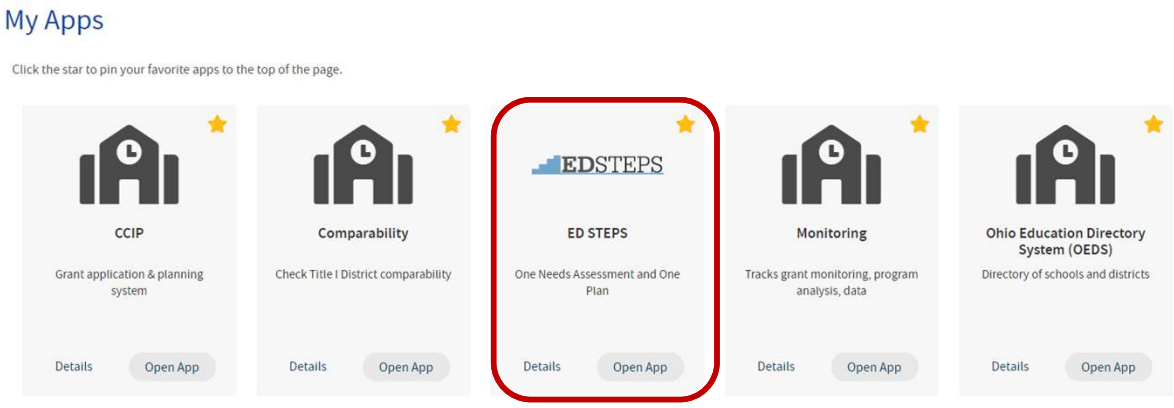
EDSTEPS Cohorts

- All of Ohio's organizations are assigned an EDSTEPS Cohort with 300-350 entities in each cohort.
  - –Community schools that were new in 2021-2022 will join Cohort 3.
  - **–Cohort 3 will begin three-year planning in January of 2023 for the school years 2023-2024, 2024-2025, and 2025-2026.**

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5

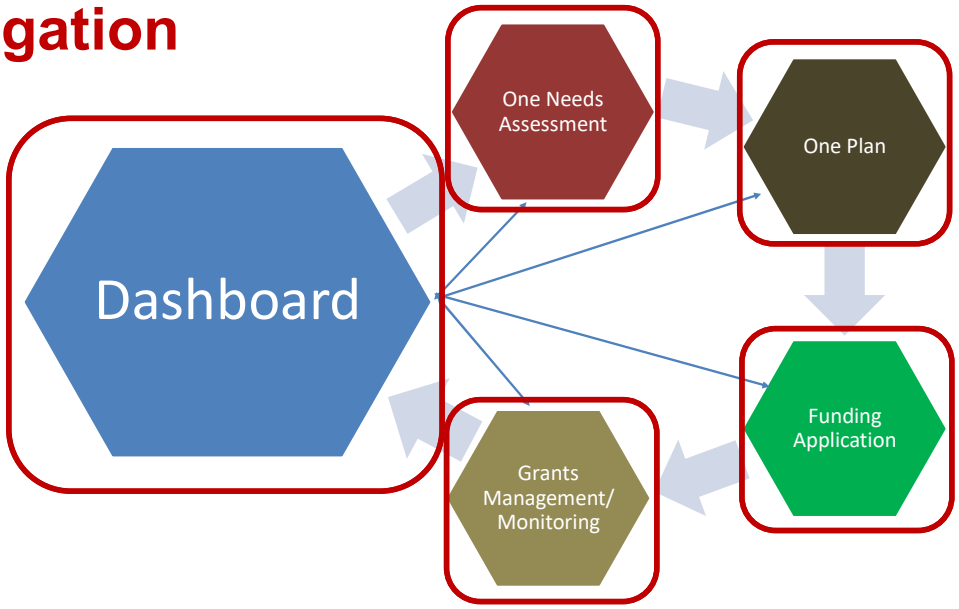
How to Navigate to ED STEPS



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6

Navigation



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7

ED STEPS Continuous Improvement Process

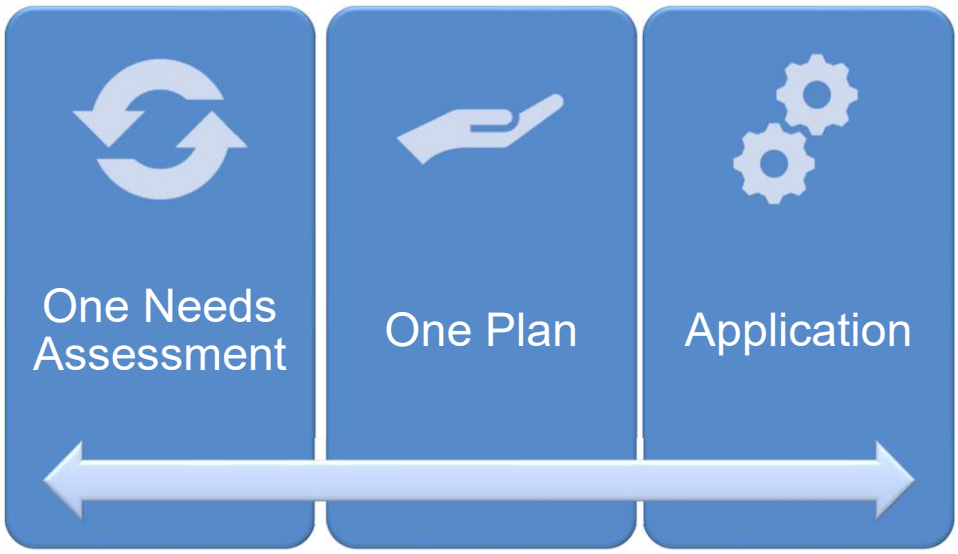


- Develops and supports the entire system as a learning organization
- Provides data to plan for both staff and student improvement
- Builds capacity through support and accountability
- Sustains an open and collaborative culture
- Supports systems for ongoing improvement

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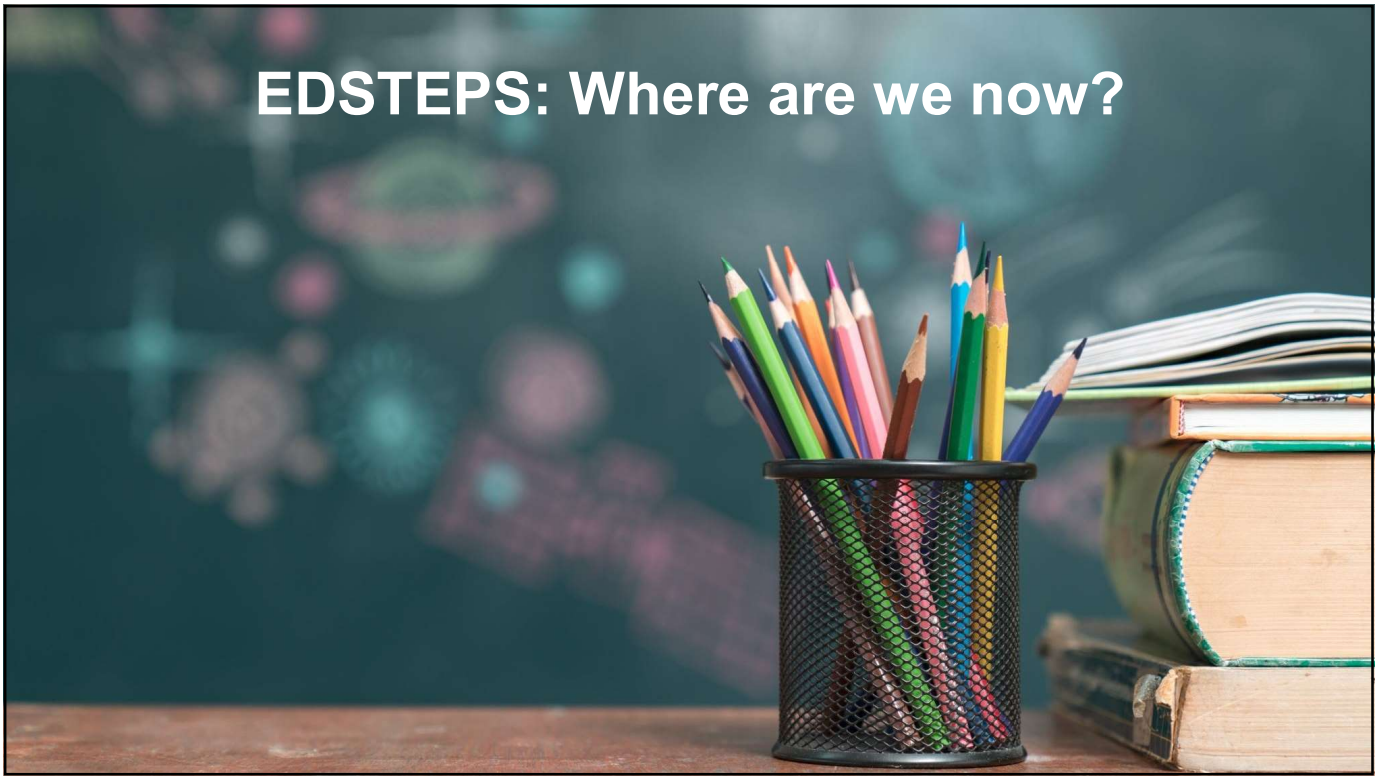
8

ED STEPS: Comprehensive Improvement Cycle



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9



10

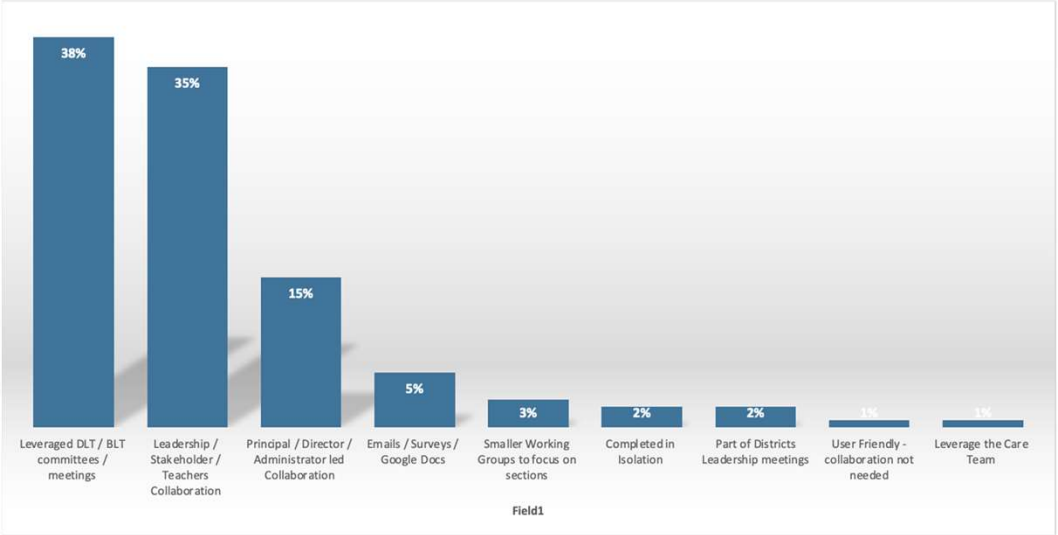
EDSTEPS Previous Cohorts

- There have been three groups that have worked in a variety of versions of this system
  - –Pilot
  - –Cohort 1
  - –Cohort 2
- After every group, we collect feedback to continuously improve the system for the next cohort

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11

Cohort 2 Survey Results

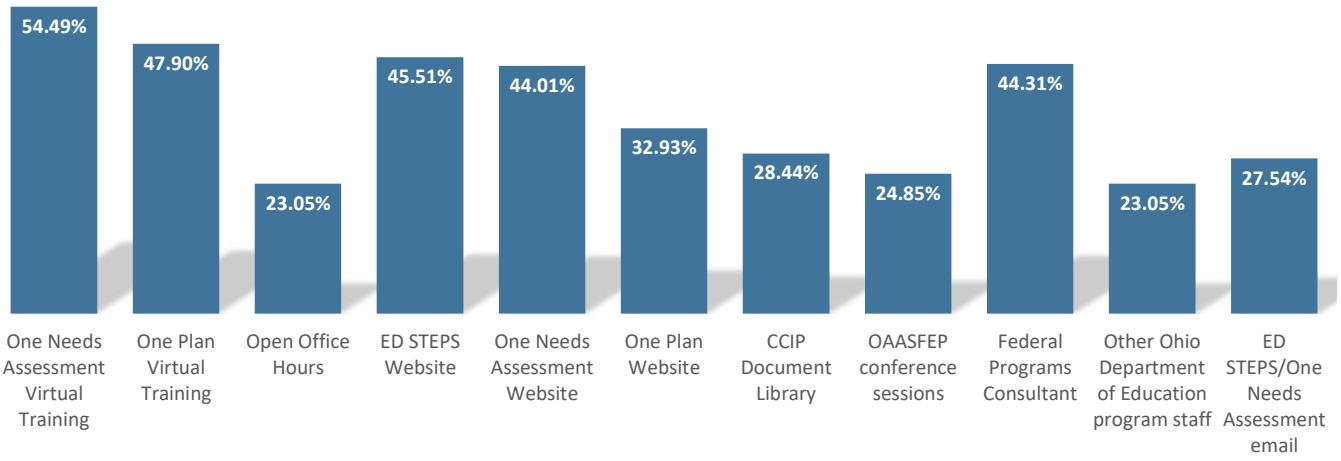


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12

Cohort 2: Resources Used

What support options did you use to complete the ONA and One Plan?



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13

Cohort 2 Feedback

- Biggest challenge(s)
  - –Ability to forecast needs over three years
  - –Understanding the new system
  - –Time
- Additional comments
  - –Training and support is super helpful
  - –System is better and improved

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14

EDSTEPS and New Community Schools

- Reminder: community schools that were new in 2021-2022 will join Cohort 3.
- Take feedback to continuously improve the system.
- This presentation will help the community school understand how to complete three-year planning.

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15



16

One Needs Assessment: Why a Comprehensive Needs Assessment?

ESSA Sec. 1114(b):

SCHOOLWIDE PROGRAM PLAN.—An eligible school operating a schoolwide program shall develop a comprehensive plan (or amend a plan for such a program that was in existence on the day before the date of the enactment of the Every Student Succeeds Act) that—

(6) **is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.**

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17

One Needs Assessment

- Data Driven
- Comprehensive
- Focusing on a few high impact items
- Creating a "pre-plan" to guide the One Plan

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18

College and Career Readiness

Community & Family Engagement

Curriculum, Instruction & Assessment

Fiscal Management

Sections

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19

Sections

Leadership, Administration, & Governance

Operations

Professional Capital

School Climate & Supports

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20

Examples of Priority Needs



College and Career Readiness

- Career Connections
- Early Warning System
- Graduation
- Postsecondary

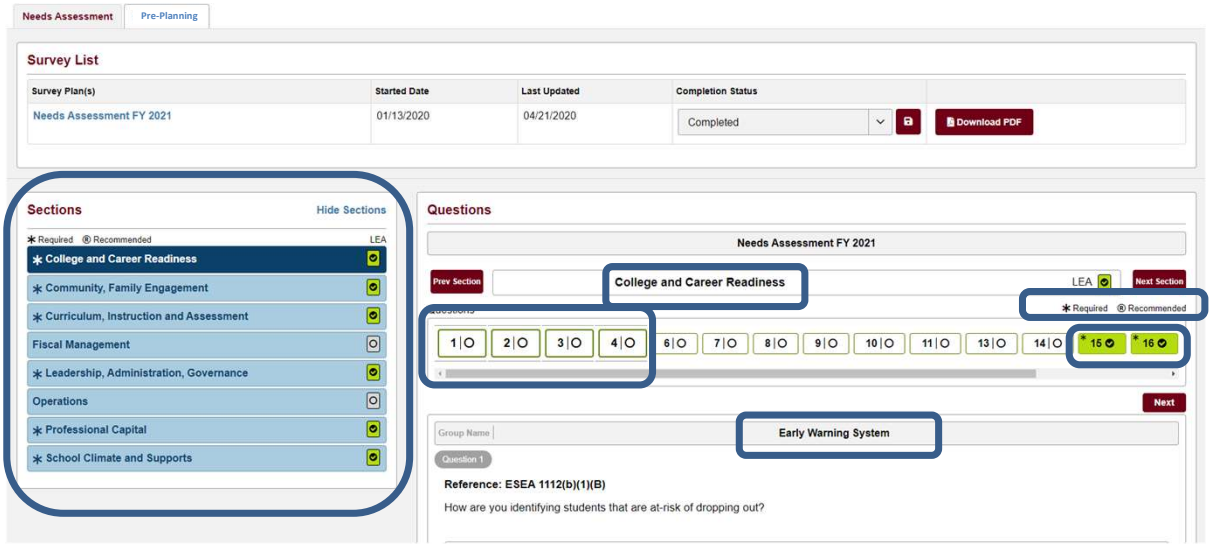


Curriculum, Instruction and Assessment

- Instruction
- Literacy
- Mathematics
- Student with Disabilities
- Standards Alignment

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21

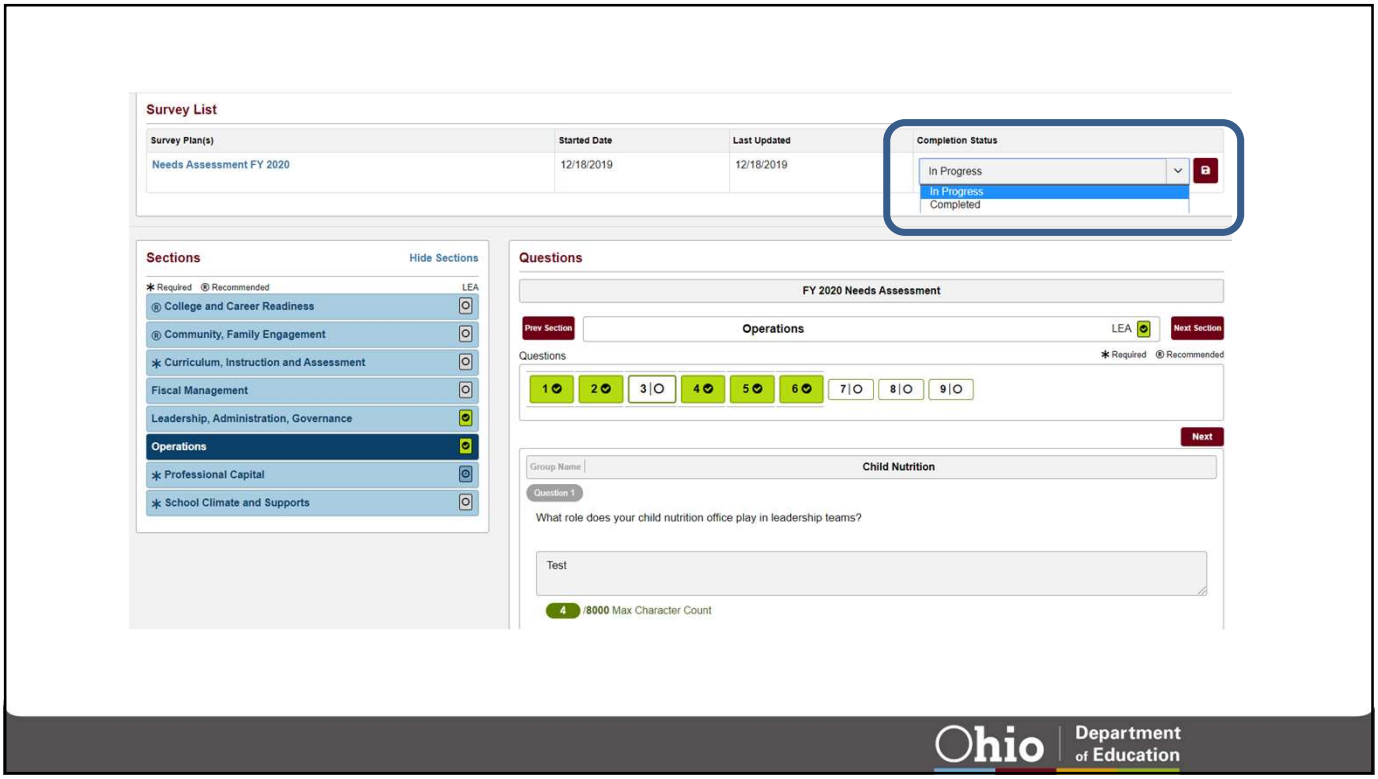


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22


Question 5
Priority: Shared Leadership
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
Question 5
Priority: Shared Leadership
Root Cause(s): Based on your analysis, what are the underlying root cause(s) that if addressed, would result in a positive impact?
TEST
Question 6
Priority: Shared Leadership
Is this a Priorty Need?
Yes
No
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23


Survey List
Survey Plan(s)
Started Date
Last Updated
Completion Status
Needs Assessment FY 2020
12/18/2019
12/18/2019
In Progress
In Progress
Completed
Sections
Hide Sections
Required
Recommended
LEA
College and Career Readiness
Community, Family Engagement
Curriculum, Instruction and Assessment
Fiscal Management
Leadership, Administration, Governance
Operations
Professional Capital
School Climate and Supports
Questions
FY 2020 Needs Assessment
Prev Section
Operations
LEA
Next Section
Questions
Required
Recommended
1
2
3
4
5
6
7
8
9
Next
Group Name
Child Nutrition
Question 1
What role does your child nutrition office play in leadership teams?
Test
4
/8000 Max Character Count
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24

Setting Up Your Plan

One Needs Assessment → One Plan

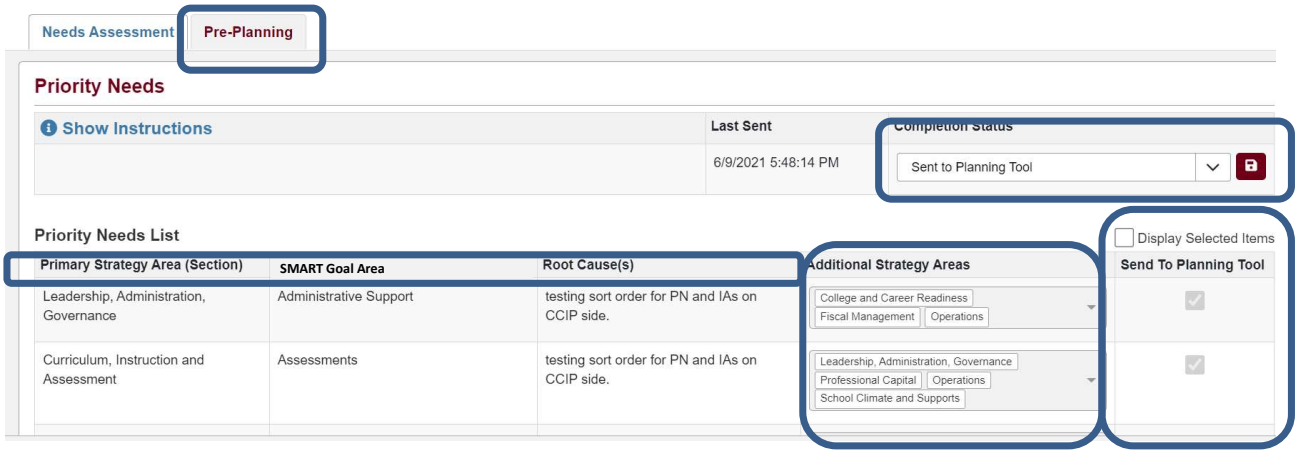
SMART Goal Areas → SMART Goals

Strategy Areas → Strategies

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25

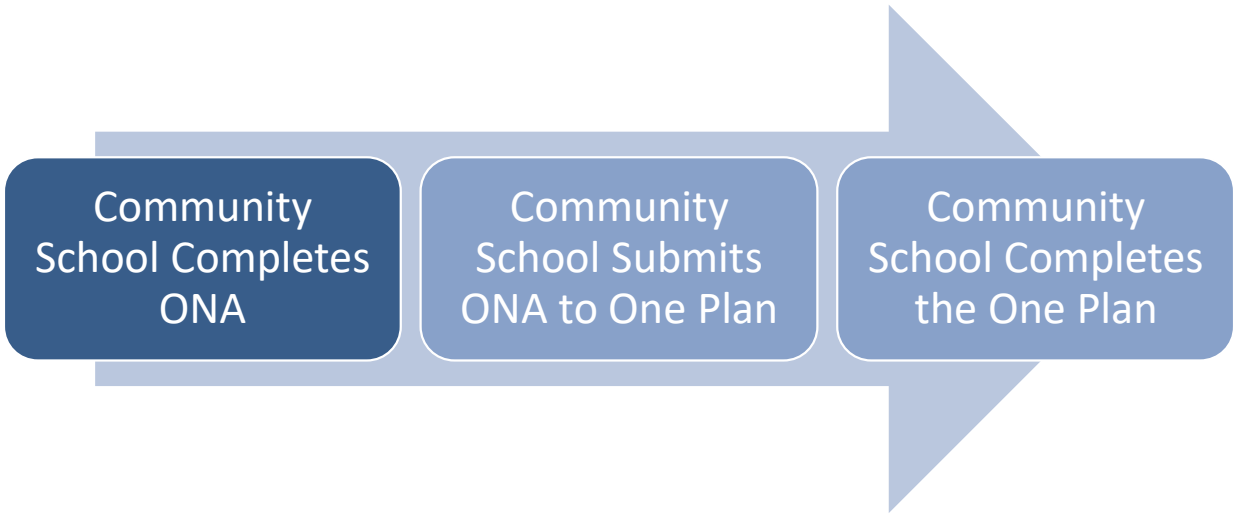
Pre-Planning



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26

ONA to One Plan Progression



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27

New and Improved One Plan

- Community Schools that were new in School Year 2021-2022 will be part of EDSTEPS Cohort 3
- Cohort 3 will begin three-year planning in January 2023 for School Years 2023-2024, 2024-2025, and 2025-2026.

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28

Five Minute Break



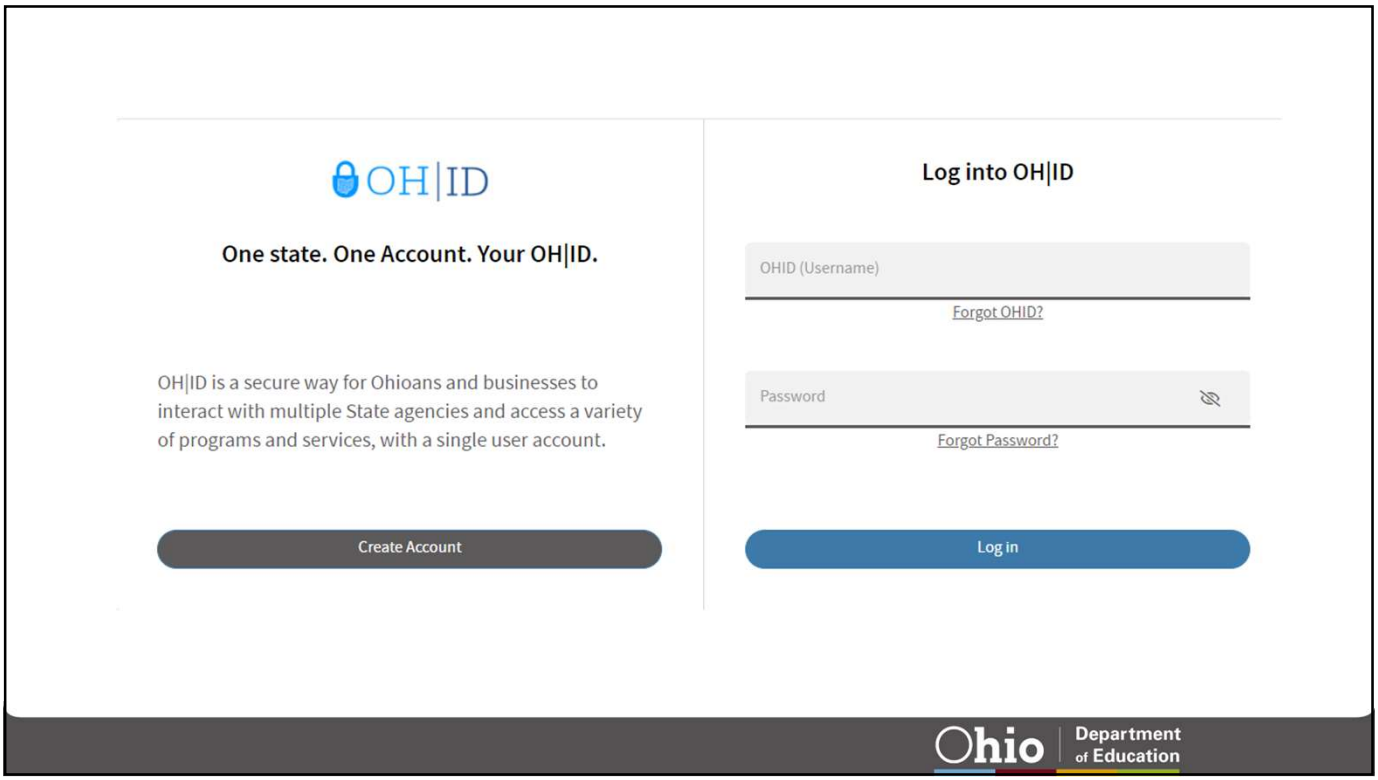
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29

Three Year Planning: One Plan



30



31

System Access

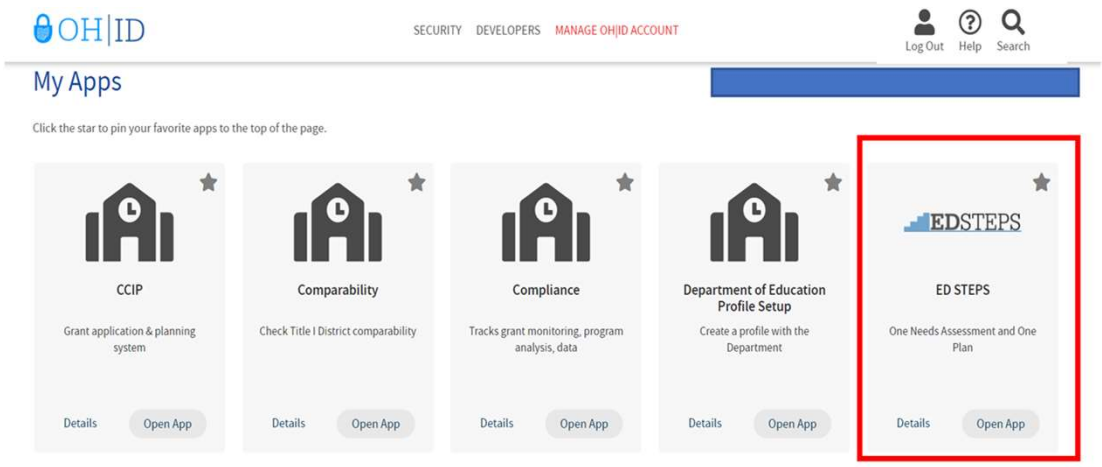
- Roles:
  - –Data Entry – Decision Framework
  - –Data Entry Planning CCIP
  - –Data Entry Funding CCIP

Speak with your OEDS Administrator to ensure you have the proper roles assigned. For a full listing of roles, please go to this link.

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32

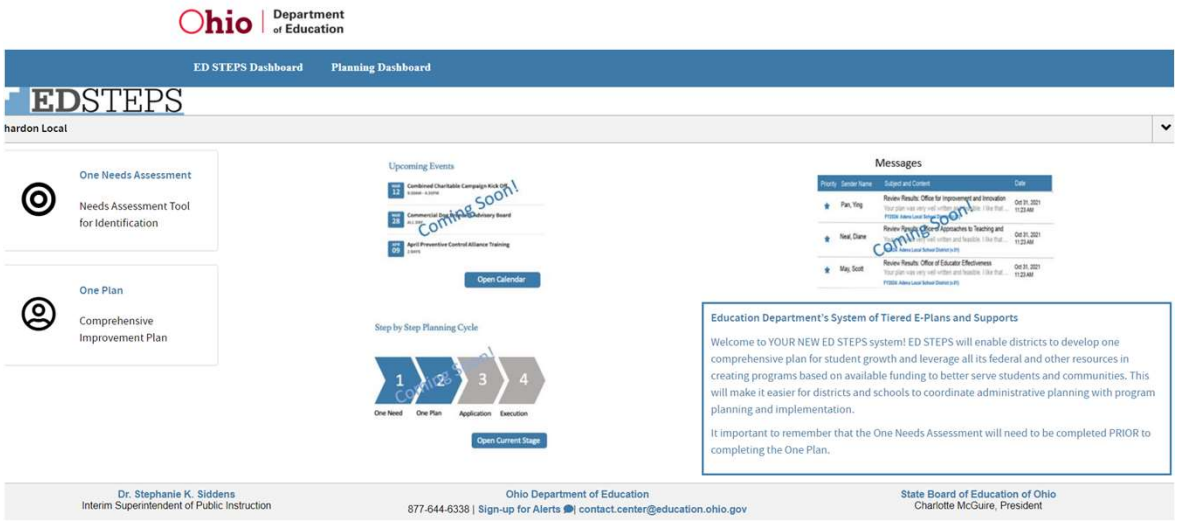
Select EDSTEPS



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33

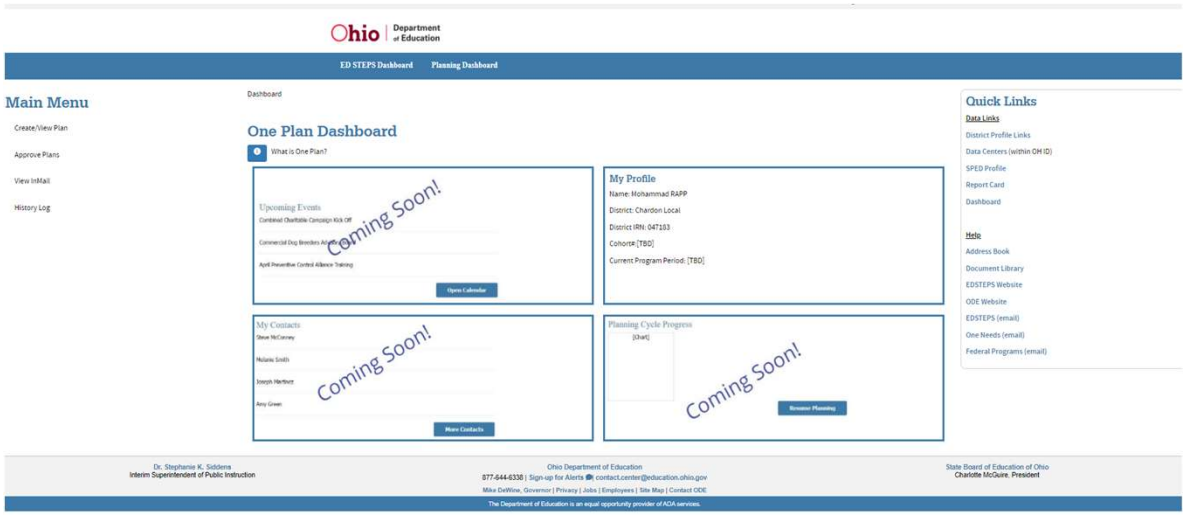
Select One Plan



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34

One Plan Dashboard



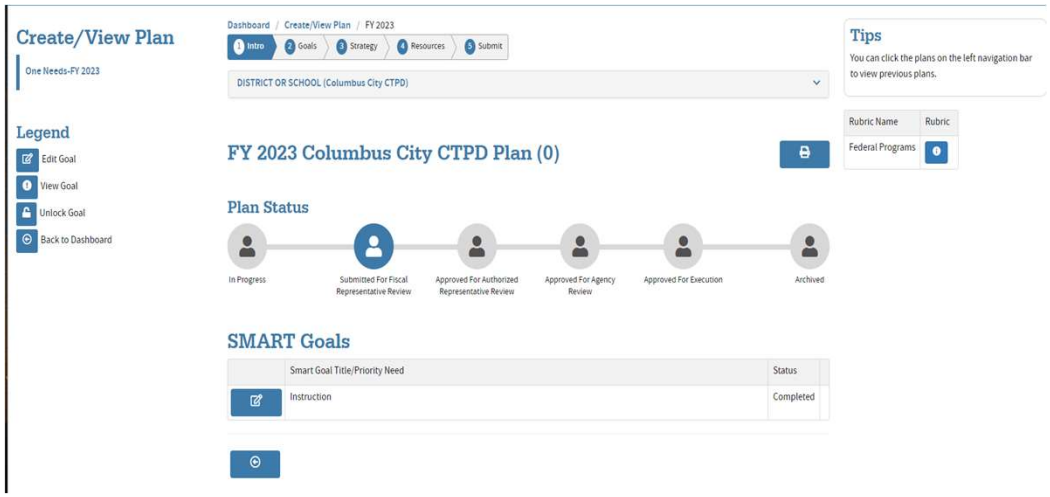
35

One Plan Process

- Completed for **Each Priority Need** Sent to Plan
  - –SMART Goal
  - –Student Progress Measures
  - –Strategies
    - Action Steps
    - Embedded Plans
  - –Adult Implementation Measure
  - –Fiscal Resources

36

Priority Needs Become SMART Goals



37

What is a SMART Goal



38

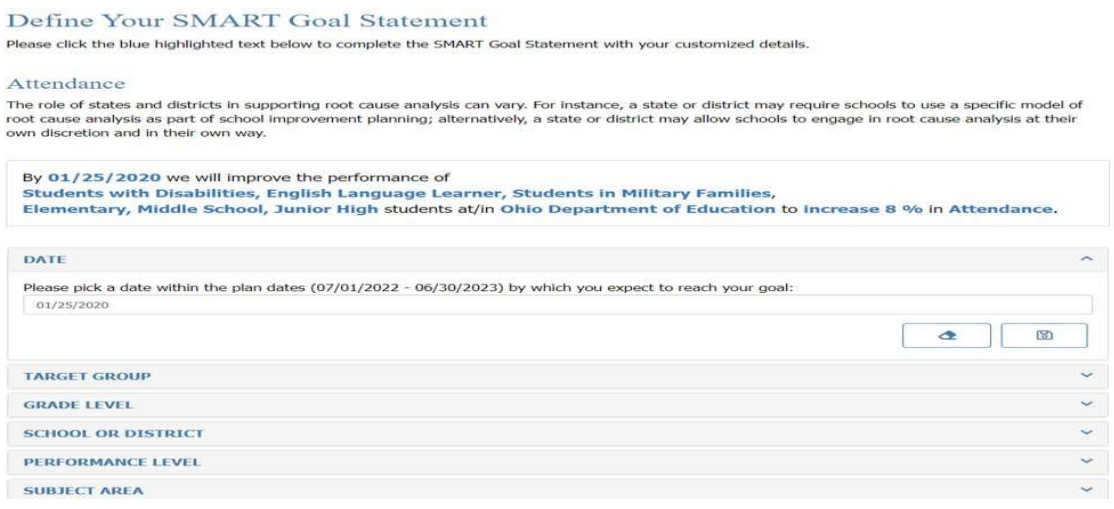
Goal Statement Template



By DATE we will improve the performance of TARGET GROUPS students at/in GRADE LEVEL or BUILDING to VALUE in SUBJECT with MEASUREMENT TOOL.

39

Completing a SMART Goal



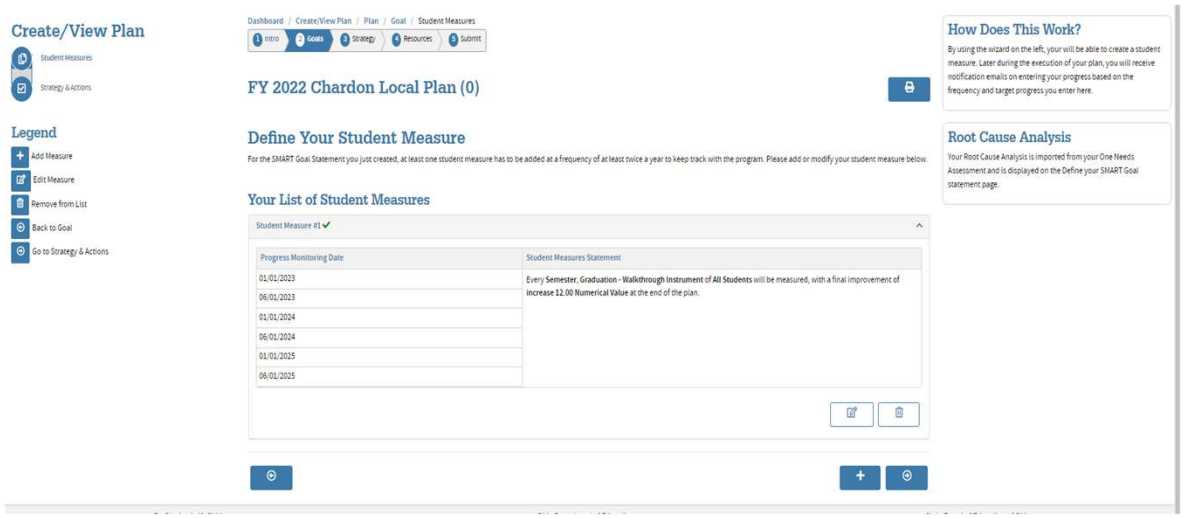
40

Goal Statement

Student Progress Measure

41

Student Measure Attached to Goals



42



Student Measure Template

- Every TIME PERIOD in SUBJECT AREA using MEASUREMENT TOOL, TARGET GROUP will be measured with a final improvement of VALUE at end of plan.

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43

Goal Statement → Student Progress Measure → Next, Strategies

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44



Strategies Describe Changes

What is a strategy: A plan of action to achieve the goal. Oxford Languages, 2021

Strategy is where you will focus your efforts to achieve your goal. " It defines a specific course of action that will take you from where you are now to where you want to be.

Example: Align curriculum to state content standards. Develop a system for addressing the whole-child.

- Mindtools, 2021 (www.mindtools.com)

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45

Evidence Based Strategies Levels

Level 1

Strong evidence from at least one well-designed, well-implemented experimental study.

Level 2

Moderate evidence from at least one well-designed, well-implemented, quasi-experimental study.

Level 3

Promising evidence from at least one well-designed, well-implemented correlational study.

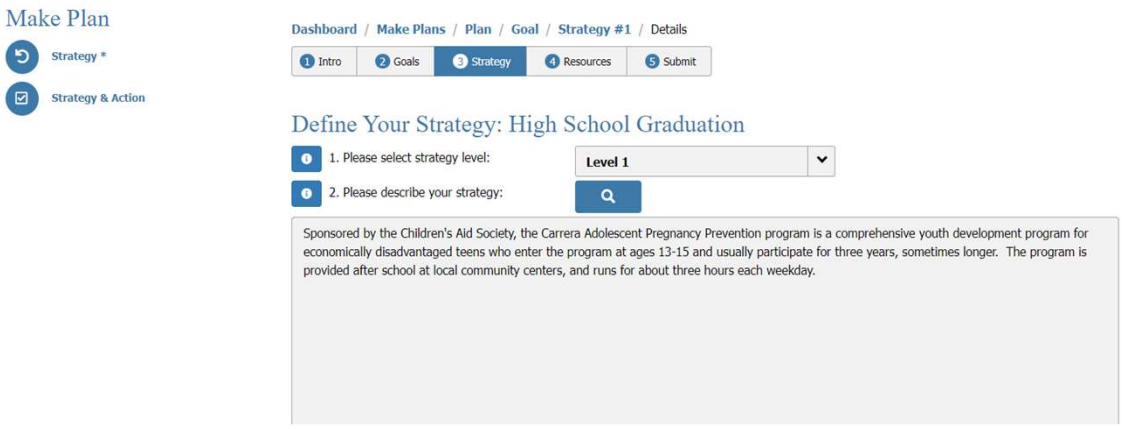
Level 4

Yields high-quality research findings or evaluations suggest that the activity, strategy or intervention is likely to improve outcomes.

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46

Adding a Strategy to a Plan



47

Strategy Topic Areas
Graduation
Community/Family Engagement
Curriculum, Instruction and Assessment- Content Areas
Curriculum, Instruction and Assessment- Teaching
Curriculum, Instruction and Assessment- Special Populations
Fiscal Management
Leadership, Administrative and Governance
Operations
Professional Capital
School Climate & Supports

48



49

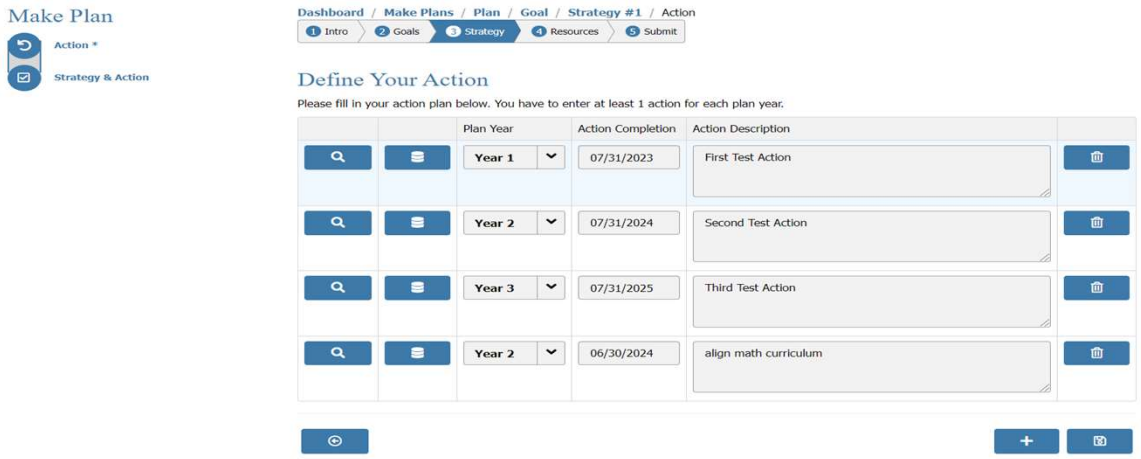
Action Steps Provide Direction



How are you going to implement the strategy? Answering: Who, What, When, Where.

50

Adding Action Steps for 3-Year Plan



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51

Action Step Template

1. Year to Begin Action Step
2. When District Anticipates Completing the Activity in Plan
3. Action Step Description.
   - –Agency Bank
   - –District Created Action Step
   - –District Action Step Bank



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52

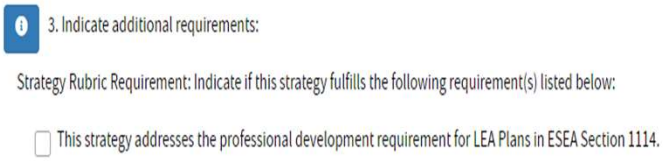
Progress Bar



53

Does This Strategy Address a Required Plan

- **Professional Development Plan** – Elementary and Secondary Education Act (ESEA Section 1114(b)(7)(iii)IV)
- **Parent Engagement Plan** – Elementary and Secondary Education Act (ESEA Section 1112(b)(7)
- **Equity Plan** – Elementary and Secondary Education Act (ESEA Section 1112(b)(2)
- **District Improvement Plan** – Elementary and Secondary Act (ESEA Section 1111(d)(3)(A) (Strategies for Priority and Focus Schools)
- **ADC Plan** – Academic Improvement Plan (HB110)
- **Reading Improvement Plan** – Ohio Revised Code 3302.13 and 3301.56.02



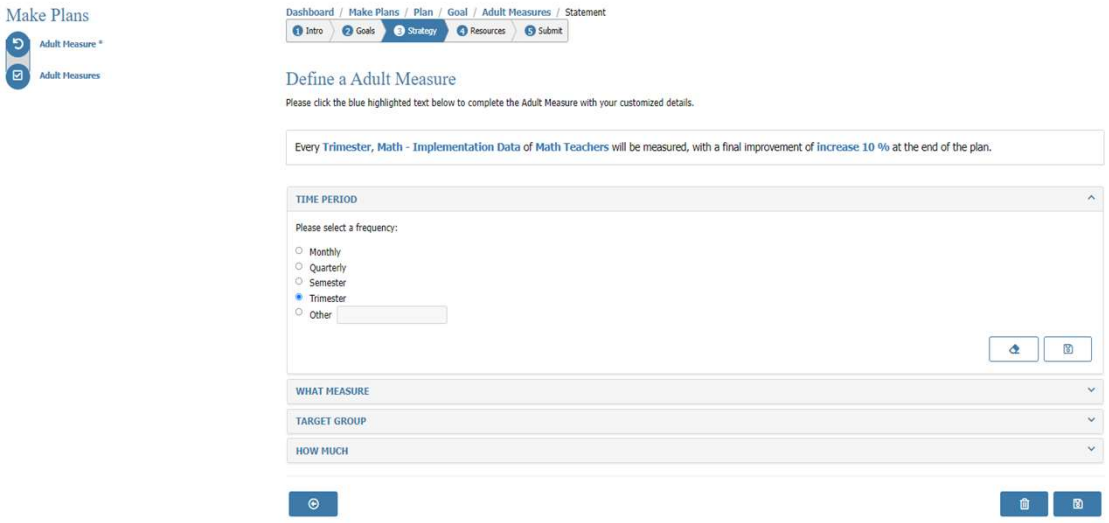
54

Progress Bar



55

Adult Measure Attached to Strategy



56

Adult Measure Template

- Every TIME PERIOD in MEASUREMENT TOOL, TARGET GROUP will be measured with a final improvement of VALUE at end of plan.



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57

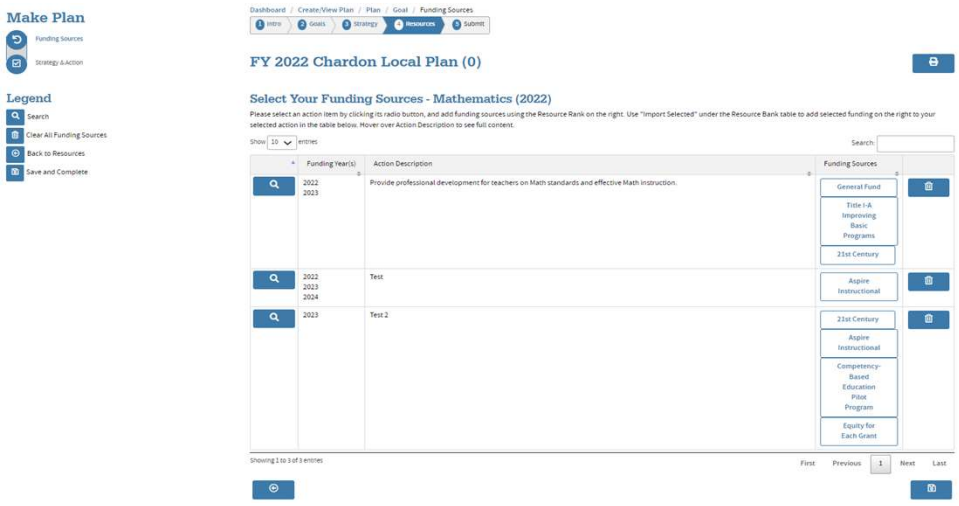
Assign Fiscal Resource

District Plan Only

- What grant(s) will be used to implement each Action Step?
- Estimation
- Intent and Purpose of each grant

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58



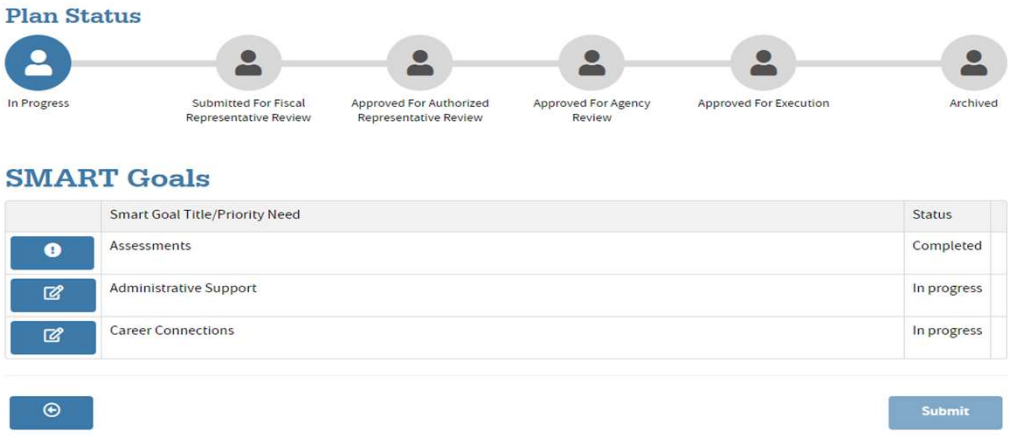
59

Progress Bar



60

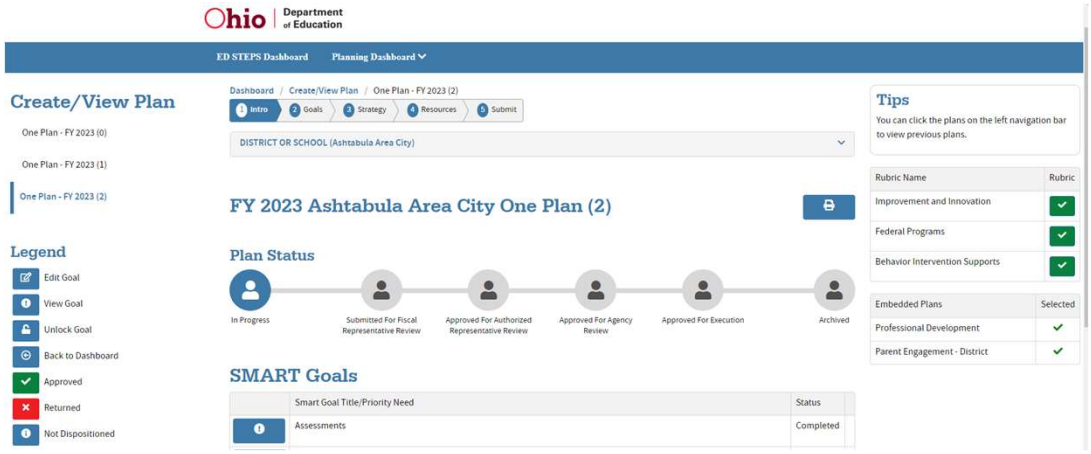
Finalizing Plan



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61

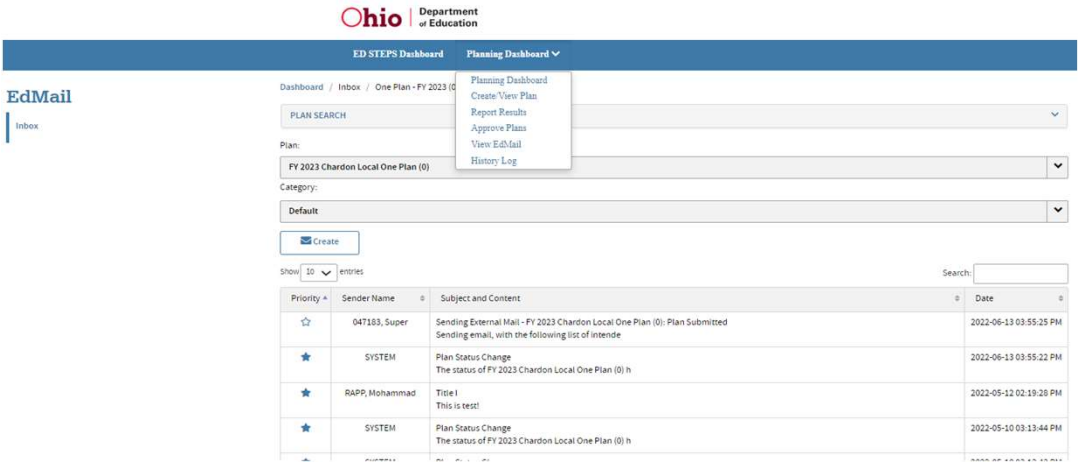
Approval of Plan



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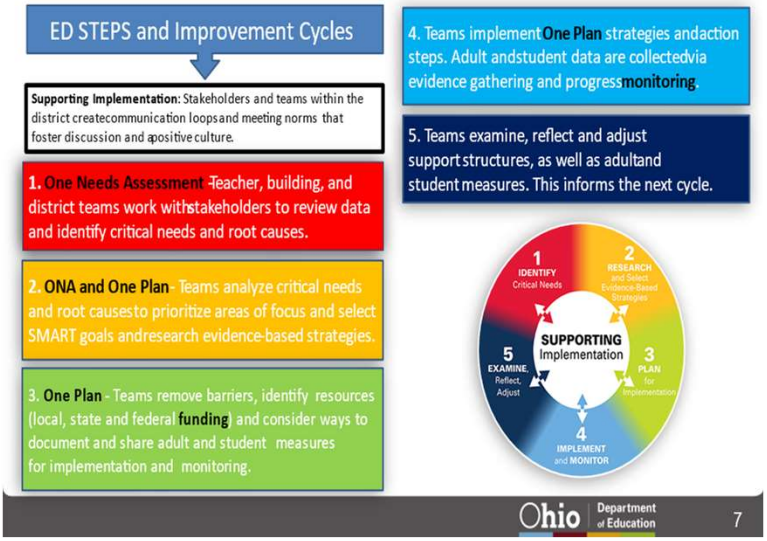
62

EdMail



63

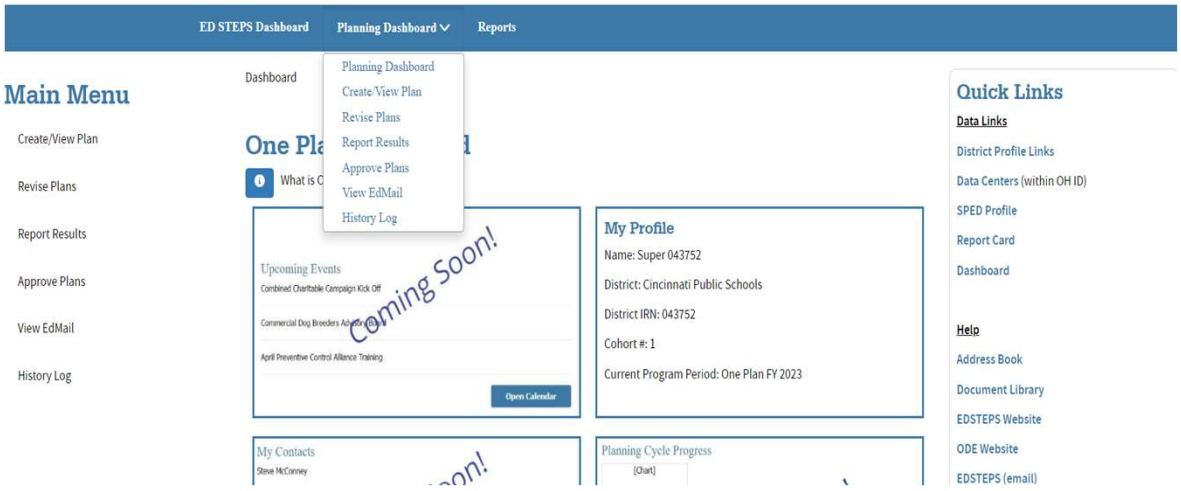
EDSTEPs and Continuous Improvement



EDSTEPS provides a process for implementing steps 1-3 in Ohio's Improvement Process while including stakeholder involvement.

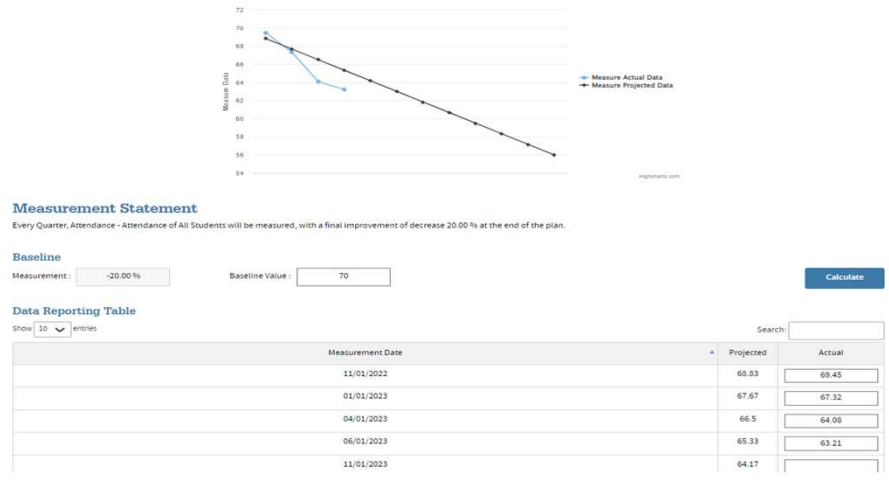
64

Progress Monitoring Plan



65

Demonstrates Progress Towards Goals



66

Review of Plans

2.1 Office for Improvement and Innovation

What specific criteria is this office looking for in the plan?

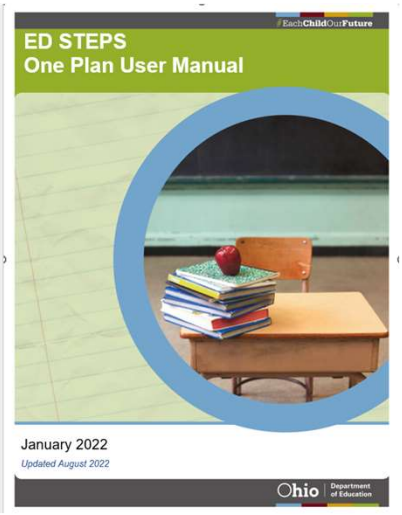
The office will use the Department's Quality School Continuous Improvement Plan Rubric to evaluate the plans. The office specifically is looking at the rubric items that align to the Ohio Improvement Process and areas of school improvement.

Plan	Criteria	Does Not Meet Criteria	Meets Criteria	N/A
LEA Plans	#1. A variety of stakeholders partnered in the development of the local educational agency's improvement plan, and evidence of this exists in the plan or the needs assessment.	☐	☐	☐
	Positive Notes:			
	Recommendation Notes:			
	#2. The LEA's plan aligns with long-term state identified goals informed by student performance indicators, including Academic Achievement Measures, Graduation Rates, Progress in Achieving English Language Proficiency, and State Measures of School Quality and Student Success. (Additional details: Appendix A from Ohio's ESSA Consolidated State Plan).	☐	☐	☐
	Positive Notes:			
	Recommendation Notes:			
	#3. The LEA describes its plan to support and monitor schools identified for comprehensive support and improvement (Priority schools).	☐	☐	☐

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67

One Plan User Manual



1.3 Understanding the Icons:

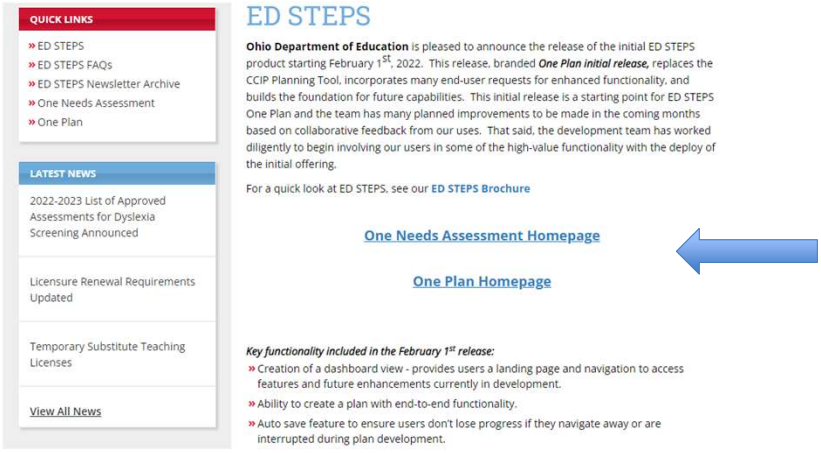
To assist with navigating in the new EDSTEPs system and completion of a comprehensive improvement plan, icons are populated on each page of the One Plan. The legend for each icon is located on the left-hand side of the page. Only those icons that appear on the page will appear in the legend on the page.

Edit: Select to edit the item on the page.		Reset: Select to reset the page. Will remove previous entries for item.	
More Information: Select to access more information or guidance on an item.		Remove: Deletes the item.	
Back: Select to go back to the previous page.		Add: Select to add student measures, adult measures, action steps, and fiscal resources.	
Next: Select to go forward to the next page.		Search: Select to search for strategies and action steps.	
Save: Save and move to the next item.		Import: Select to import fiscal resources to action steps.	
Save to Bank: Select to save an item to the action step bank.		Indicates previous and next steps in goal and strategy completion. Located on left-hand corner of page.	

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68

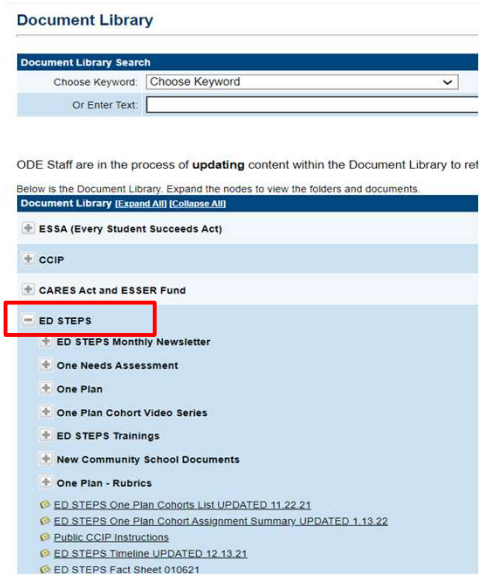
Resources

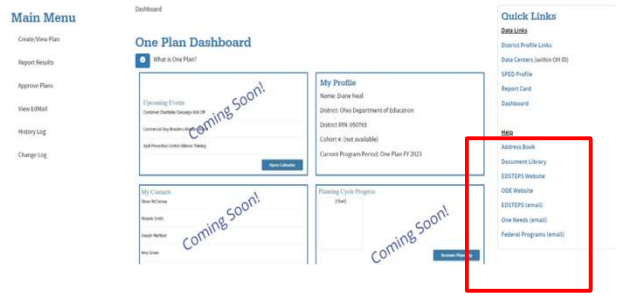


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69

More Resources





Document Library in CCIP

One Plan – Right Side Menu on Each Page

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70



71

The Process

Comprehensive Needs Assessment — One Needs Assessment

Comprehensive Plan — 3 years

One Funding Application for Federal Funds — Required for *all each fiscal year*

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72



73

Effective Improvement Plans

- Effective school improvement planning models emphasize
  - – comprehensive needs assessments,
  - –strategic prioritization of needs, and
  - –data-driven decision-making.
- Schools should initiate school improvement planning with a comprehensive needs assessment in order to systematically determine high-need areas.

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74

Stakeholder Involvement

- Involved in completion of needs assessment
- Development of improvement plan
- Appraised of Progress

- Can be:
  - –On leadership team
  - –Surveys
  - –Interviews

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75

Stakeholders Include

- Administrators
- Teachers
- Support Staff
- Parents
- Community Partners
- Students
- Those Vested in the Success of the School

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76

Leadership Supports Plan

- Regular Monitoring of Progress towards goals.
- Principals report progress regularly to stakeholders and upper management
- Teams at each level monitor implementation.
- Schools own their plan and progress towards their selected goals.
- Leadership provides resources, training, etc. for schools.

77

Parallel Focus to Implement Plan

- **Leadership**: Monitors and Facilitates the Implementation of the plan
- ***Teacher Teams*** focus on goals by attending to student and adult measures in plans during team reviews

• **Example:**

- **Goal** – Improve Literacy
- **Leadership Focus** – What Do I need to Provide and Initiate to Make this happen. How will I know it is getting done?
- ***Teacher Teams*** – Implement action steps such as new curriculum, collect and analyze data to inform next steps and evaluate impact of actions.

78



79

One Funding Application

- Starting in 2023-2024, Local Education Agencies will complete the Consolidated Funding Application in the new *One Funding Application* within EDSTEPS.
- The Ohio Department of Education will host trainings in the Spring on the One Funding Application.
- The following slides relate to the Comprehensive Continuous Improvement Plan (CCIP) system, the current system for the Consolidated Funding Application.

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80

Elementary and Secondary Education Act (ESEA)

- The nation's national education law and longstanding commitment to equal opportunity for all students.
- Originally passed in 1964.
- Reauthorized in 2002 as No Child Left Behind (NCLB).
- Reauthorized in 2015 as the Every Student Succeeds Act (ESSA).

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81

What is the purpose?

ESSA Grant:	Purpose of Grant:
Title I, Part A:	Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. "**The purpose is to provide all children "significant opportunity to receive a fair, equitable and high-quality education"**
Title II, Part A: Supporting Effective Instruction	Strengthen the quality and effectiveness of teachers, principals and other school leaders.
Title III: Language Instruction for English Learners and Immigrant Students	Improve the English language proficiency and academic achievement of English learners, including activities that increase the knowledge and skills of teachers who serve English learners.
Title IV, Part A: Student Support and Academic Enrichment	Improve students' academic achievement by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.
Title V, Part B:	Provides supplemental funding to support eligible rural districts that do not have the capacity to compete for federal competitive grants and receive smaller allocations in Federal entitlement funds.

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82

Who are Vulnerable Youth?

Vulnerable Children and Youth are students who often encounter challenges in receiving a quality and equitable education. Vulnerable youth may face many barriers, including traumatization, high mobility, and undiagnosed behavioral and health conditions.

Students are not vulnerable but made vulnerable through their unique circumstances.

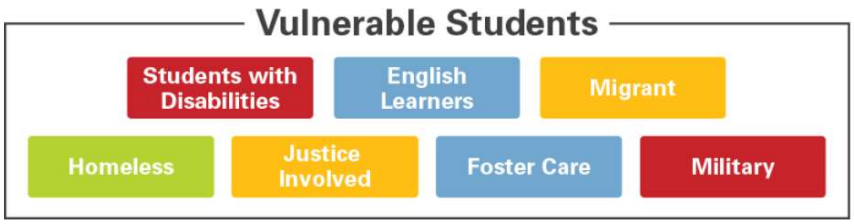
83

Who are Vulnerable Youth?

- English learners
- Students in foster care
- Students experiencing homelessness
- Students from migrant worker families
- Students with disabilities
- Justice involved youth
- Military connected youth
- Low-income students

84

Who are Vulnerable Youth?



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Vulnerable Youth Website

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85

Who are Vulnerable Youth?

ESSA identifies the at-risk groups for reporting purposes.

This provides schools, districts and the state with a specific list of groups that should be considered when carrying out needs assessments and implementing effective resources.

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86

Serving All Students

- In Ohio, we have a comprehensive needs assessment, planning and funding process called EDSTEPS.
- EDSTEPS is made up of three main components:
  - –One Needs Assessment
  - –One Plan
  - –Funding Application

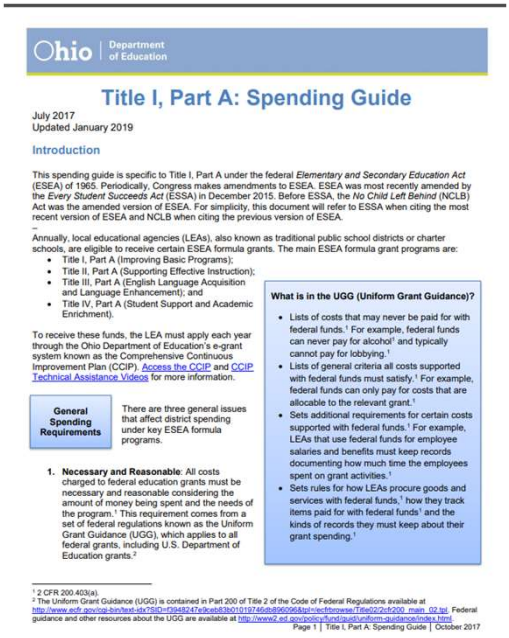
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Funding the Plan

- Title I-A
  - –Other Title I funds
- Title II-A
- Title III
- Title IV-A
- Title V

- Braiding of funds

88



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Title I, Part A: Spending Guide

July 2017
Updated January 2019

Introduction

This spending guide is specific to Title I, Part A under the federal *Elementary and Secondary Education Act* (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the *Every Student Succeeds Act* (ESSA) in December 2015. Before ESSA, the *No Child Left Behind* (NCLB) Act was the amended version of ESEA. For simplicity, this document will refer to ESSA when citing the most recent version of ESEA and NCLB when citing the previous version of ESEA.

Annually, local educational agencies (LEAs), also known as traditional public school districts or charter schools, are eligible to receive certain ESEA formula grants. The main ESEA formula grant programs are:

- Title I, Part A (Improving Basic Programs);
- Title II, Part A (Supporting Effective Instruction);
- Title III, Part A (English Language Acquisition and Language Enhancement); and
- Title IV, Part A (Student Support and Academic Enrichment).

To receive these funds, the LEA must apply each year through the Ohio Department of Education's e-grant system known as the Comprehensive Continuous Improvement Plan (CCIP). Access the CCIP and CCIP Technical Assistance Videos for more information.

What is in the UGG (Uniform Grant Guidance)?

- Lists of costs that may never be paid for with federal funds.[1] For example, federal funds can never pay for alcohol[1] and typically cannot pay for lobbying.[1]
- Lists of general criteria all costs supported with federal funds must satisfy.[1] For example, federal funds can only pay for costs that are allocable to the relevant grant.[1]
- Sets additional requirements for certain costs supported with federal funds.[1] For example, LEAs that use federal funds for employee salaries and benefits must keep records documenting how much time the employees spent on grant activities.[1]
- Sets rules for how LEAs procure goods and services with federal funds,[1] how they track items paid for with federal funds[1] and the kinds of records they must keep about their grant spending.[1]

General Spending Requirements

There are three general issues that affect district spending under key ESEA formula programs.

1. **Necessary and Reasonable**: All costs charged to federal education grants must be necessary and reasonable considering the amount of money being spent and the needs of the program.[1] This requirement comes from a set of federal regulations known as the Uniform Grant Guidance (UGG), which applies to all federal grants, including U.S. Department of Education grants.[2]

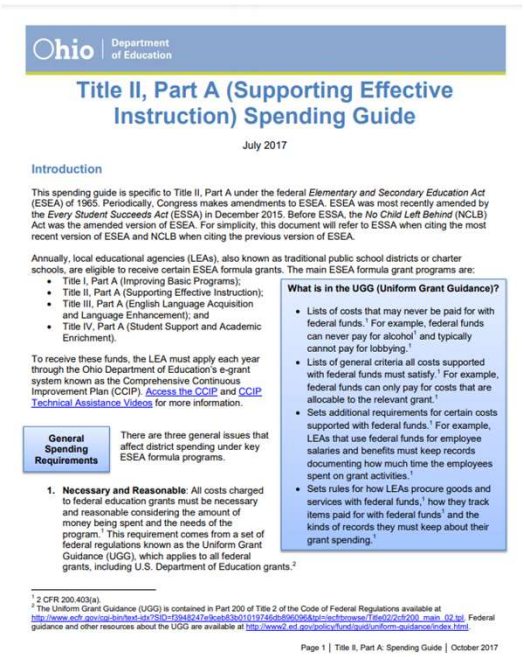
[1] 2 CFR 200.403(a).
[2] The Uniform Grant Guidance (UGG) is contained in Part 200 of Title 2 of the Code of Federal Regulations available at http://www.ecfr.gov/cgi-bin/text-idx?SID=f3948247e9cebf83b01019746db896096&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl. Federal guidance and other resources about the UGG are available at http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html.

Title I Spending Guide

CLICK HERE

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89



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Title II, Part A (Supporting Effective Instruction) Spending Guide

July 2017

Introduction

This spending guide is specific to Title II, Part A under the federal *Elementary and Secondary Education Act* (ESEA) of 1965. Periodically, Congress makes amendments to ESEA. ESEA was most recently amended by the *Every Student Succeeds Act* (ESSA) in December 2015. Before ESSA, the *No Child Left Behind* (NCLB) Act was the amended version of ESEA. For simplicity, this document will refer to ESSA when citing the most recent version of ESEA and NCLB when citing the previous version of ESEA.

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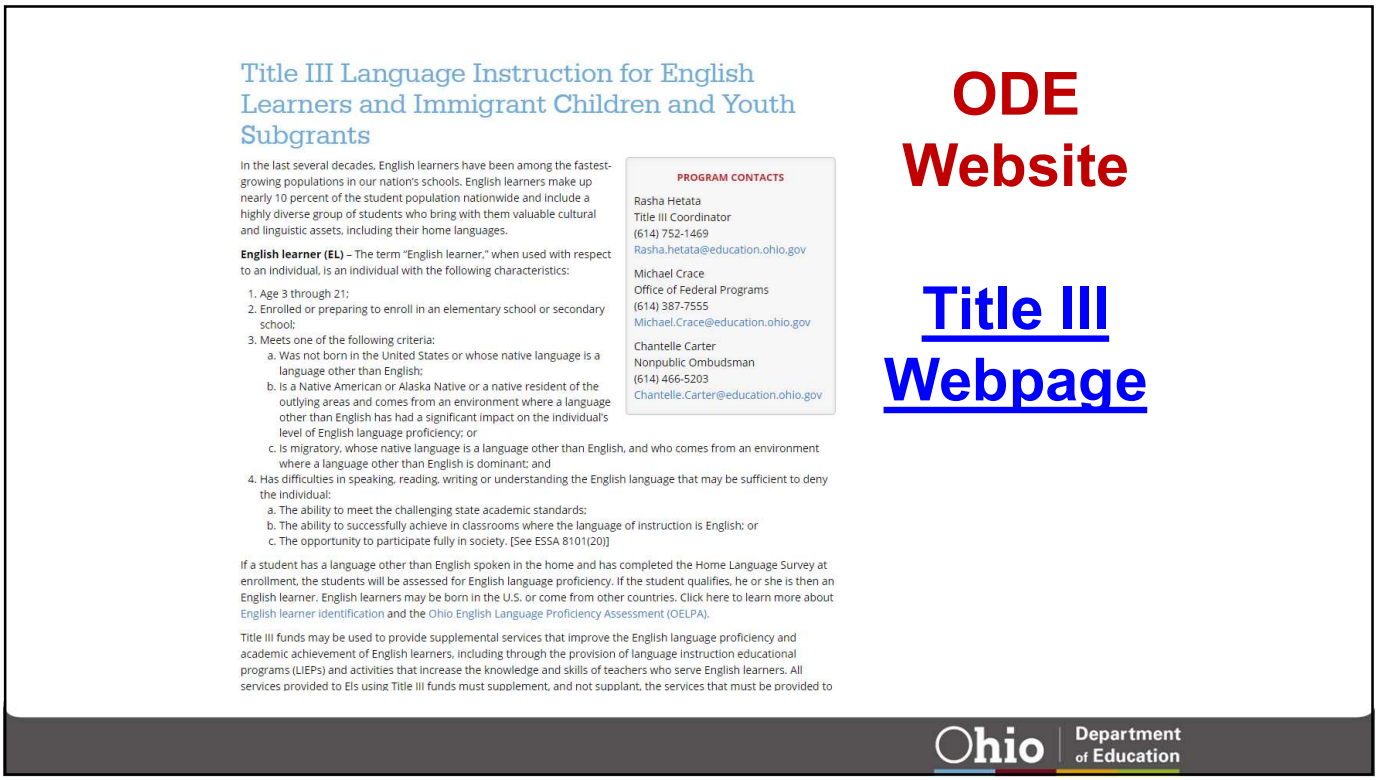
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Title II Spending Guide

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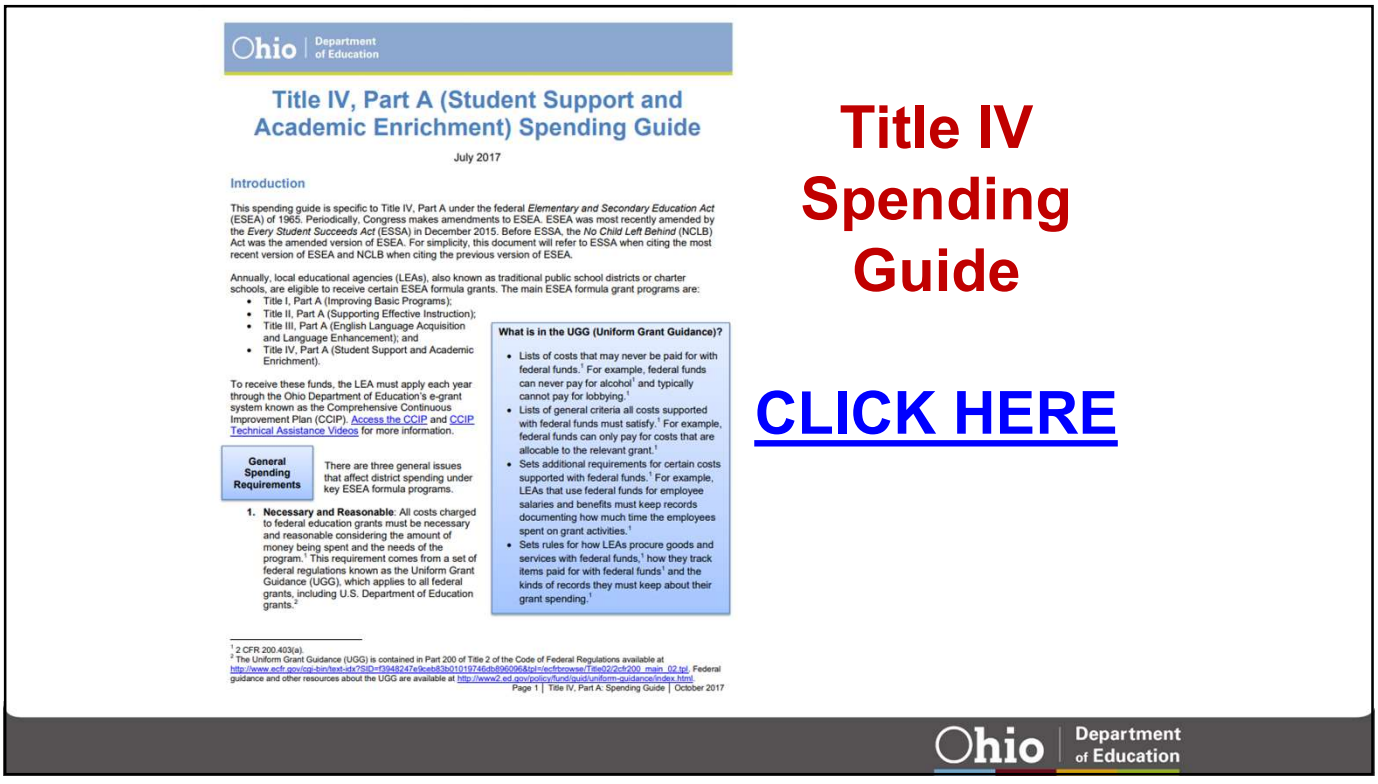
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ODE Website

Title III Webpage

91



Title IV Spending Guide

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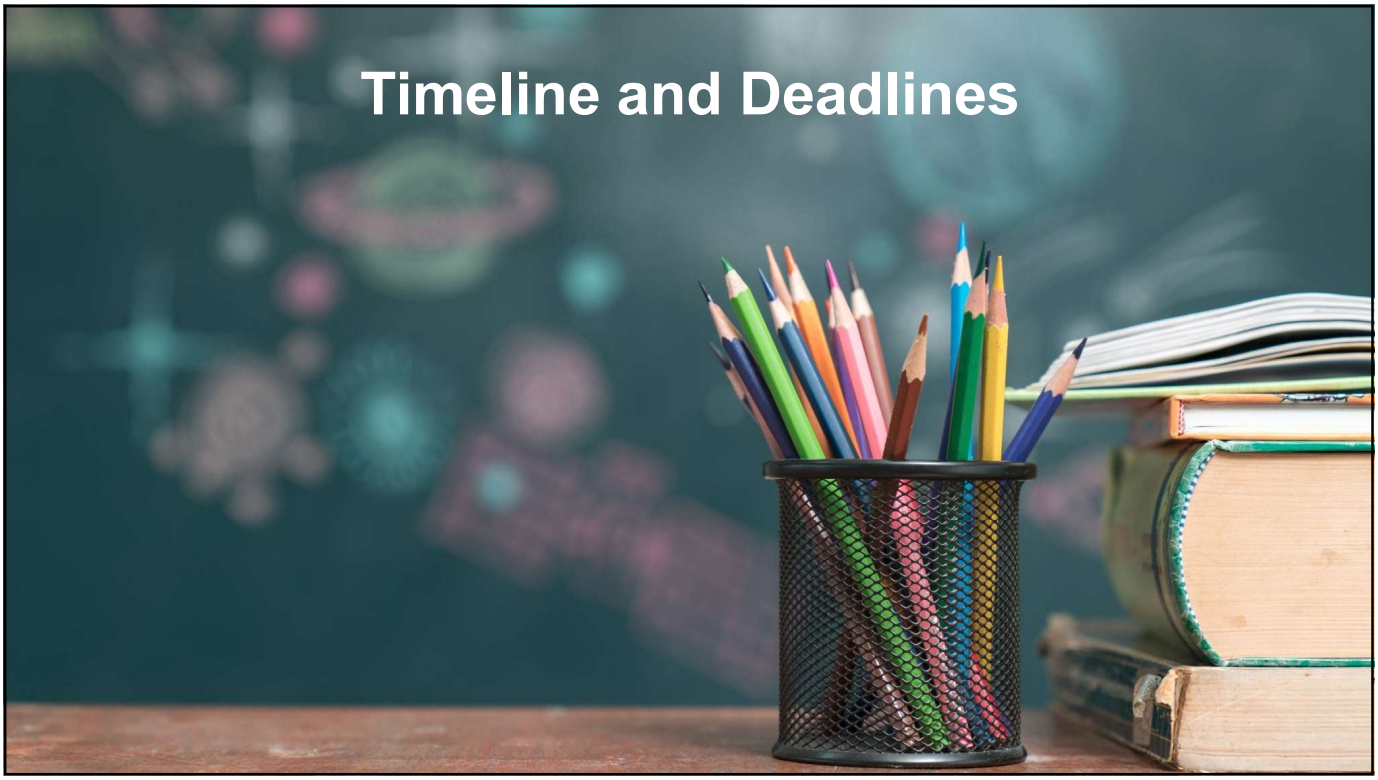
92

Helpful Resources

- ESEA Resource Guide Update - November 2020
- ODE Guidance on ESEA Supplement Not Supplant July 2019
- ODE Title I Spending Guidance 2017
- ODE Title IIA Spending Guidance 2017
- ODE Title IVA Spending Guidance 2017
- Six Critical Questions - Updated November 2020

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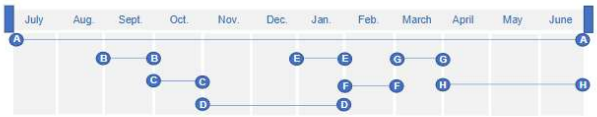
93



94

New Community School Timeline

SECOND YEAR OPEN



A. **JULY – JUNE**
SOES: School Options Enrollment System (SOES) are subsystems of EMIS that drive funding for community schools. It is a Web application used by community schools and traditional public schools to enter data used to flow funds to community schools. Community school personnel enter data in the SOES system and traditional public school personnel review, verify or challenge that data.

B. **SEPTEMBER**
During September, the Office of Federal Programs will do a training an introductory training on the ED STEPS process.

C. **OCTOBER**
Economically disadvantaged community school student data comes from the School Options Enrollment System (SOES) in October to coincide with allocation deadlines of Title 1.

Traditional public school districts and community schools can view the Federal Low-Income report consisting of School Options Enrollment System data.This data is always viewable within EMIS as the Federal Low- Income Count (FLICS) level two report, and should be viewed in December. This report enables both the traditional districts and community schools to be aware of changes in the adjusted poverty counts of community school students that will affect the initial allocation in January and then preliminary allocation of Title I funds in June.

D. **NOVEMBER - JANUARY**
Between November and January, the One Needs Assessment system opens to begin the three-year assessment.

E. **JANUARY**
By January 30 – The Office of Federal Programs holds a training on the development of a three-year plan.

F. **FEBRUARY**
February 28 – By this date, a one-on-one with a consultant should have occurred to check in on plan development.

G. **MARCH**
March 31 – During the cohort year, this is the submission date for the One Needs Assessment and One Plan.

H. **APRIL – JUNE**
After a One Needs Assessment and One Plan is submitted, the department does a cross-office review to support One Plans. Again by June 30th a consolidated funding application is due.

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95

Deadlines to Remember

- One Needs Assessment and One Plan will open in January 2023.
- Cohort 3 districts will be required to complete their One Needs Assessment and three-year plan in the One Plan by March 31, 2023.
- The State Fiscal Year 2024 (School Year 2023-2024) Consolidated Funding Application should be submitted in Authorized Representative Approved status by June 30, 2023.

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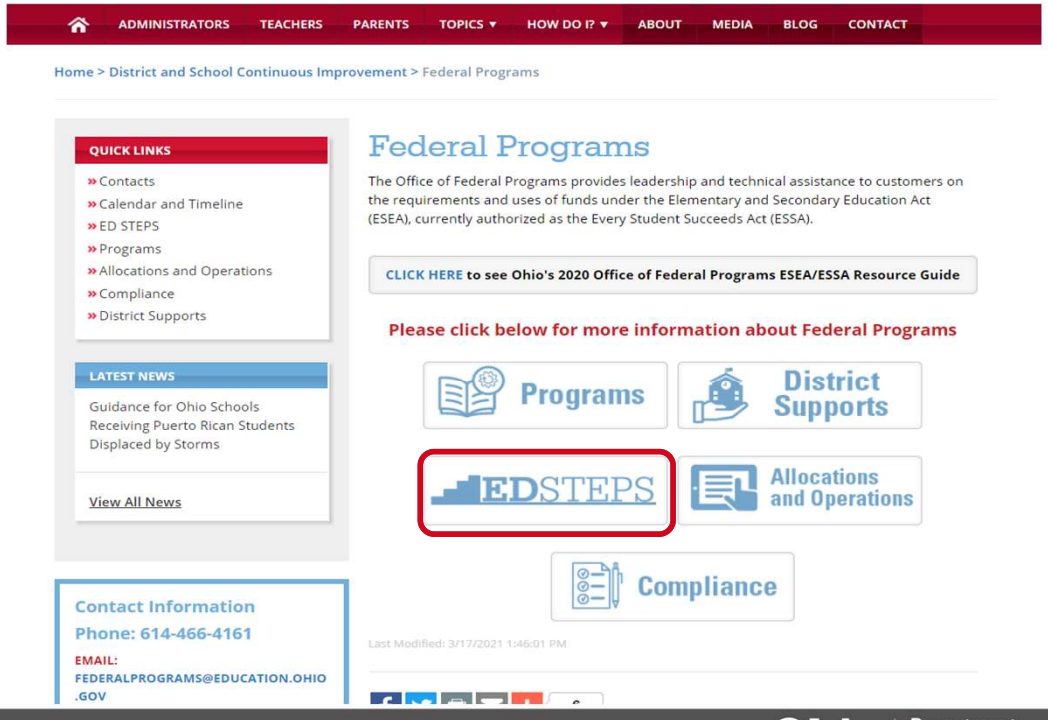
96

ED STEPS Website



- ED STEPS website HERE.
  - Will have subpages for each component
    - One Needs Assessment
    - One Plan
- All documents and guidance information placed on website
- Training, Videos and Support Materials
- Updated Regularly
- Email: edsteps@education.ohio.gov
  or
  edsteps.OneNeedsAssessment@education.ohio.gov

97



98

ED STEPS Cohort 3 Trainings

Topics: Cohort 3 ONA / OP / One Funding Application

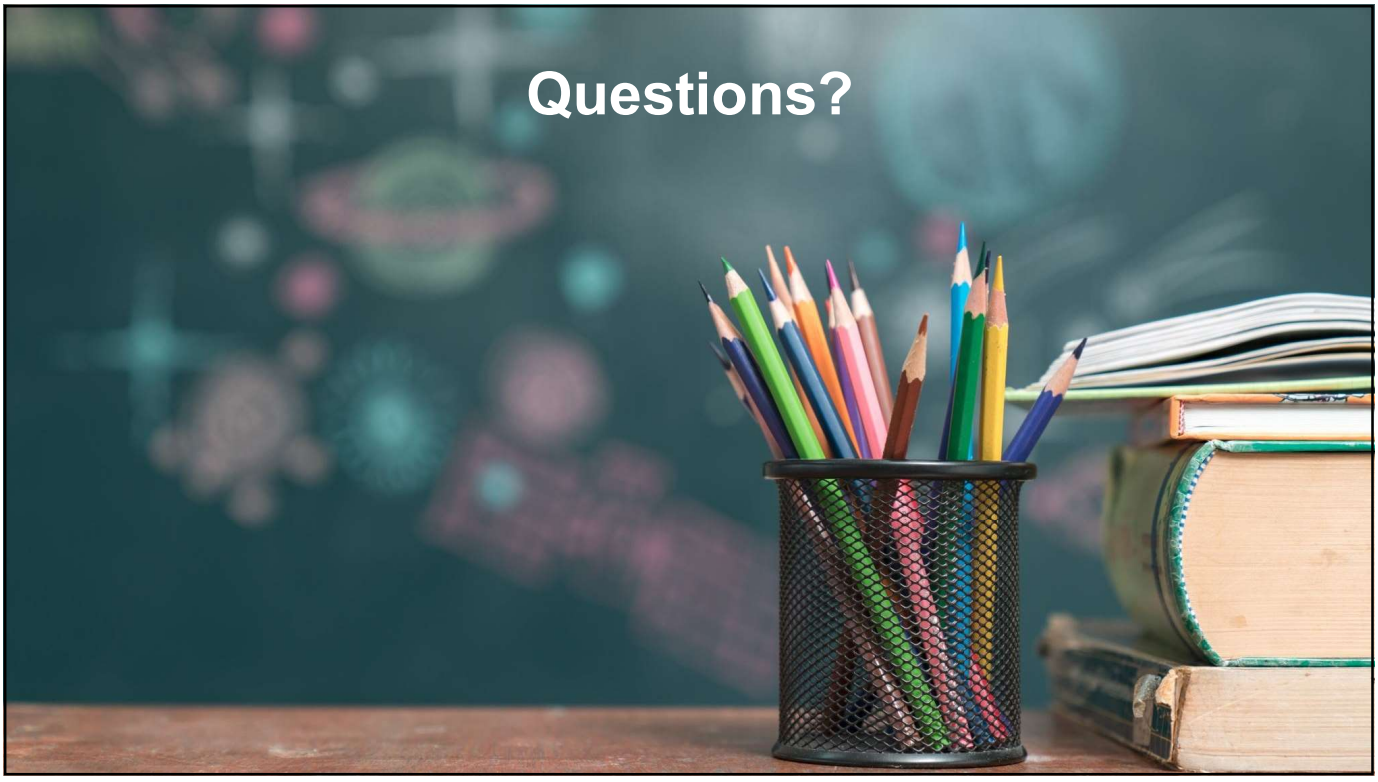
- January 11, 2023 at 10 AM and 1:00 PM

Cohort 3 - Open Office Hours

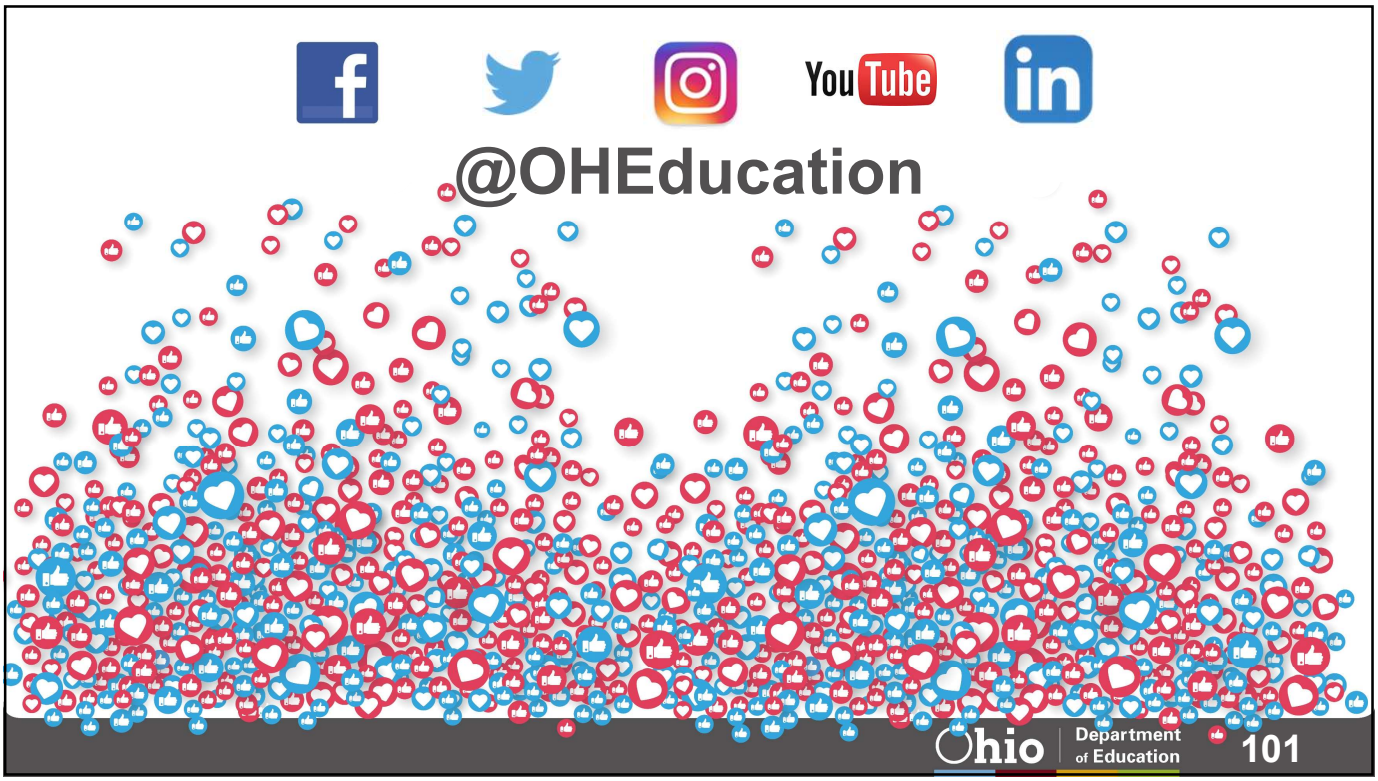
- Every Thursday from 1:00-2:00 PM starting on 2/2/2023

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99



100


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101

101


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Celebrate educators!
#OhioLovesTeachers
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102

102