



**Department of
Education &
Workforce**

WELCOME

Dropout Prevention and Recovery Advisory Council January 20, 2026



**Department of
Education &
Workforce**

AGENDA ITEMS

- **Adult Program Redesign**
- **Community School Survey Results**
- **14-24 Resolution**
- **New Business & DEW Updates**

ADULT PROGRAM REDESIGN

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**Department of
Education &
Workforce**

AGENDA

- Redesign updates
- Timelines
- Industry credential discussion



REDESIGN TIMELINES

- [Public Comment](#) – February 15
- Application – May 2026
- Resources – July 2026
- Implementation – July 1, 2026
- Professional development – August 2026



ADULT OPTIONS TEAM AND PROGRAM INFORMATION



QUESTIONS?

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COMMUNITY SCHOOL SURVEY RESULTS

COMMUNITY SCHOOL SURVEY

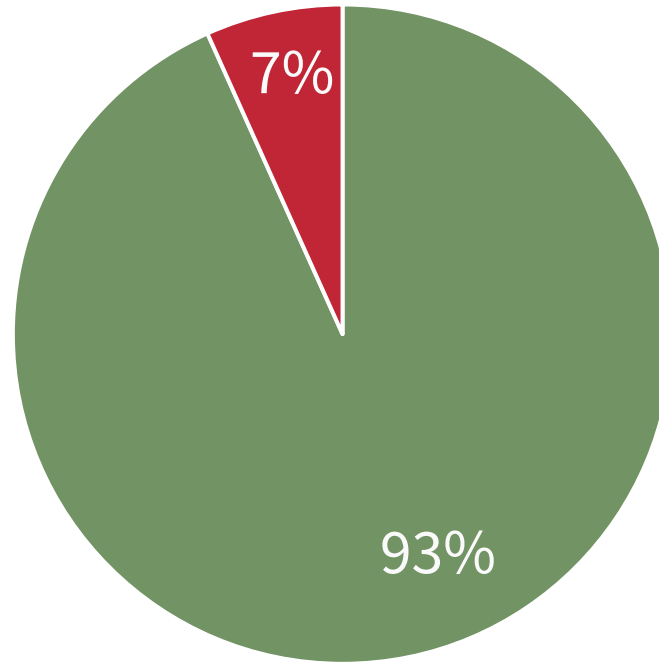
- A survey was sent to all 348 community schools and 18 sponsors with 119 responses received:
 - 113 school responses, 6 sponsor responses

Grades Served	Responses
K-8	56
K-12	29
9-12	31
NA	3

Organization Type	Responses
Blended	4
Brick and Mortar	87
E-School	22
Sponsor	6

CELL PHONE POLICY

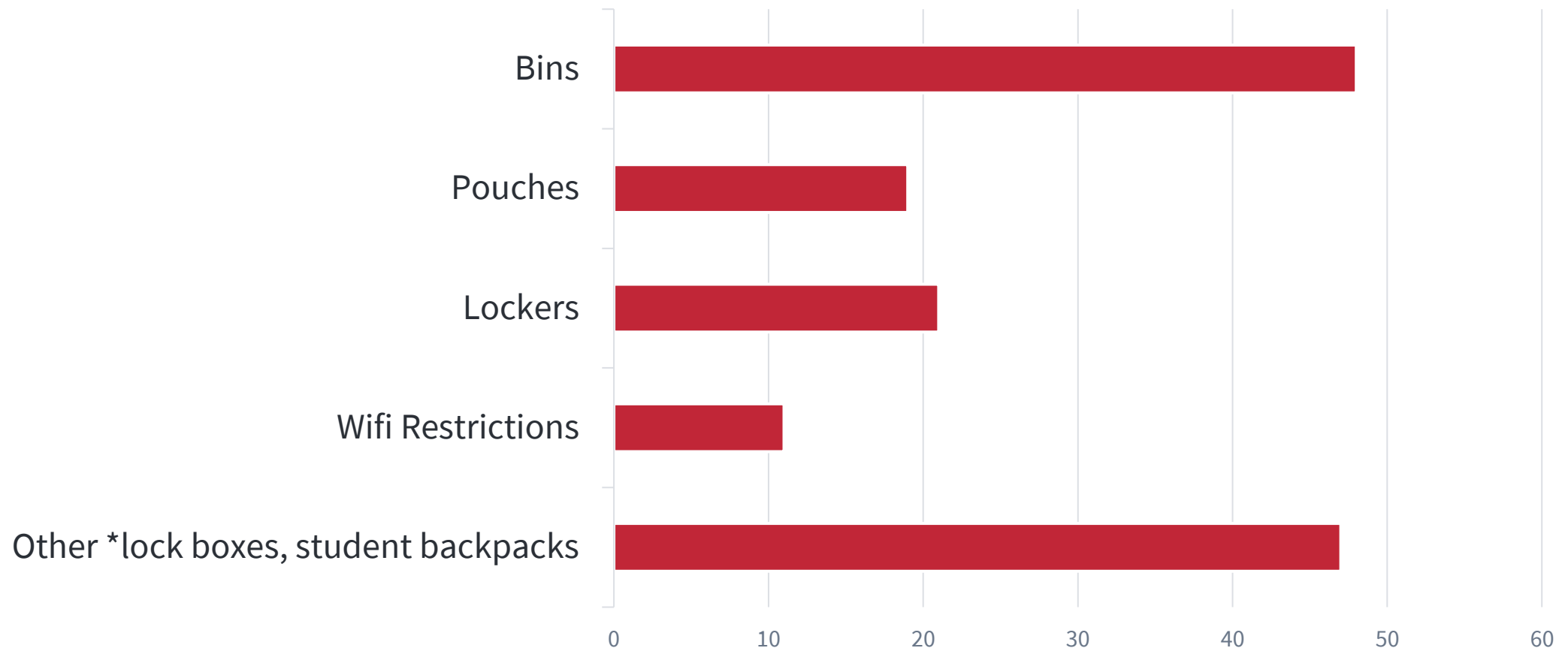
Did your school adopt the model cell phone policy?



■ Yes ■ No

CELL PHONE POLICY

How does your school secure phones?



CELL PHONE POLICY

What specific strategies were most helpful in implementing your policy?

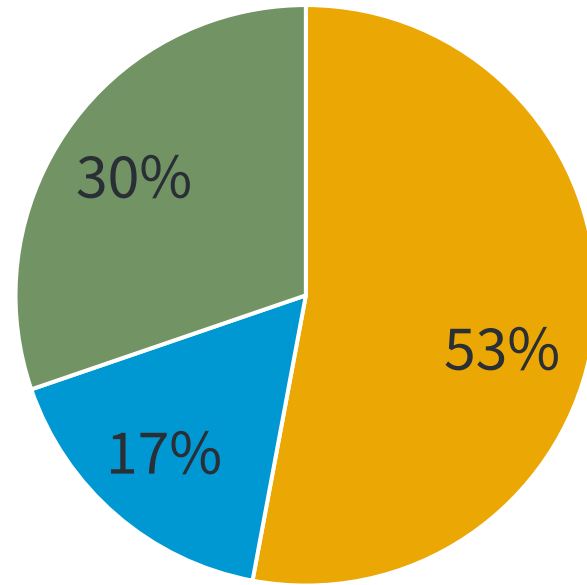
- Clear and consistent communication to students and families
- Communication from the beginning
- Many schools noted they have already had a ban in place prior

What was the nature of complaints, if any?

- Emergency situations
- General displeasure from students with not having their phones
- Older student resistance
- Students that previously did not cause issues with their phone were frustrated why the policy affected them
- Potential for lost or stolen devices

CELL PHONE POLICY

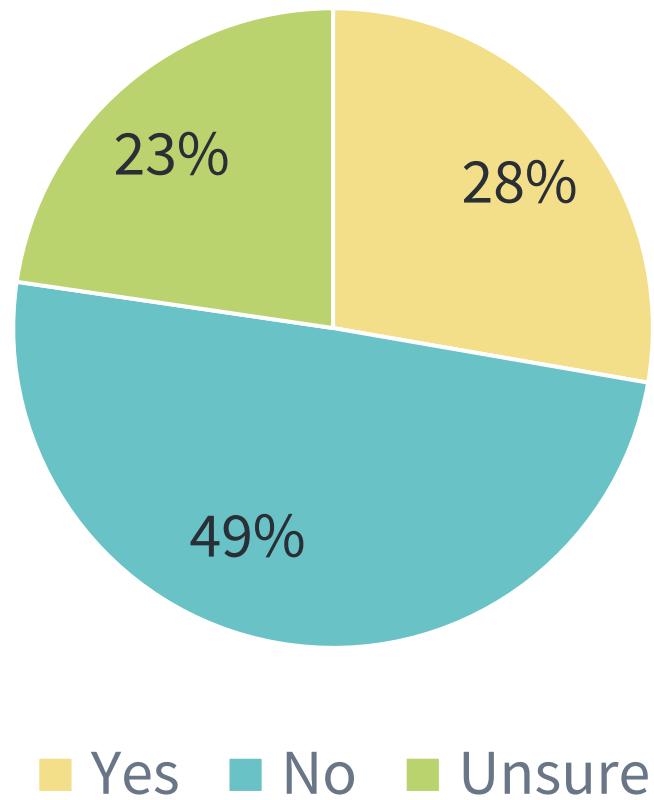
Should online schools be required to have a cell phone policy?



■ Yes ■ No ■ Unsure

CELL PHONE POLICY

Would you support an exemption from the state cell phone policy for DOPR schools?



ENROLLMENT

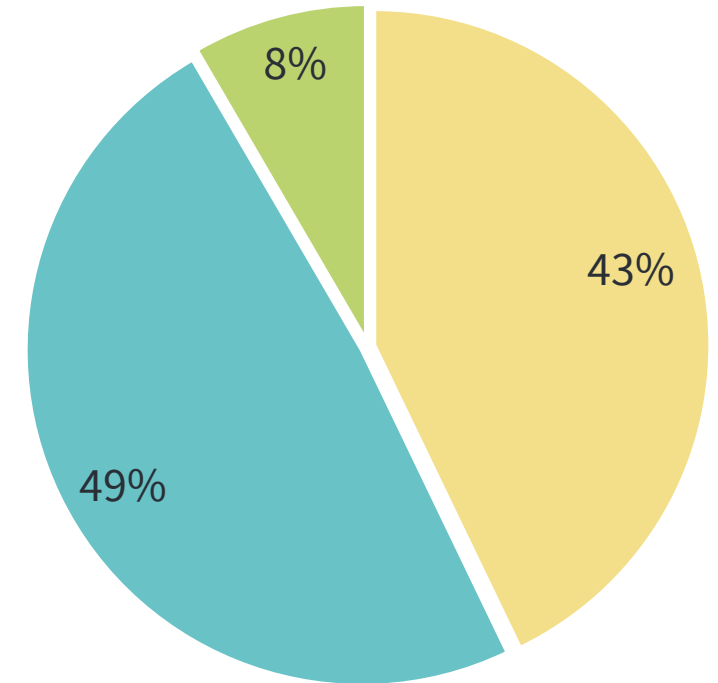
What issues have affected changes in enrollment?

- Some schools noted a decrease in enrollment due to transportation issues, families opting to homeschool, and constant staff and teacher turnover
- Other schools have noted an increase in enrollment due to local public-school closures and bullying issues at their previous school

What actions or parts of the policy did not work well?

- Majority of the schools stated they had not had any issues with policy, while the e-schools noted that such policy will be difficult to enforce

Has your school seen a change in enrollment this year?



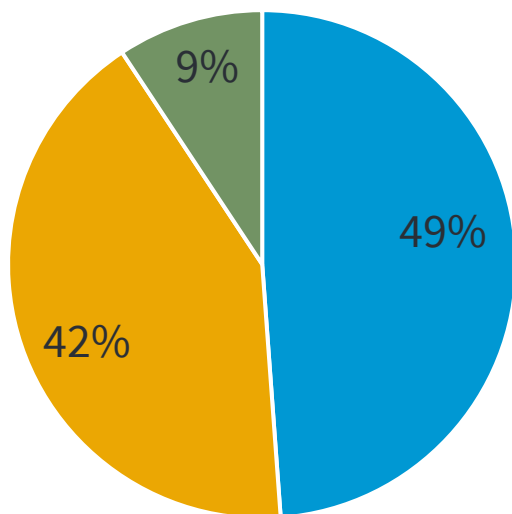
■ Yes ■ No ■ Unsure

WHAT STEPS CAN THE DEPARTMENT TAKE TO IMPROVE PARTICIPATION IN STAR TESTING?

- Provide incentives for students and or schools
- Tie participation to funding
- Provide additional support for staff training
- Permit remote testing/develop an online proctoring system
- Giving schools the ability to audit their data
- Appeal windows

DOPR REPORT CARD

With the age range for DOPR schools transitioning to ages 14-21, should the Department consider changes to the DOPR report card?



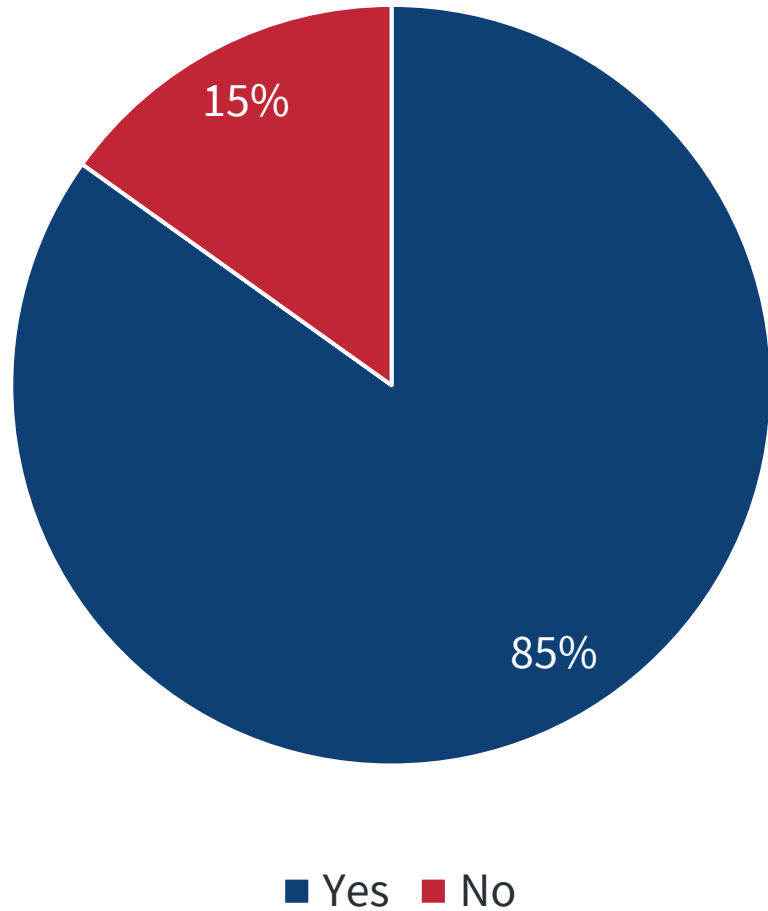
■ Yes ■ No ■ Unsure

What type of changes?

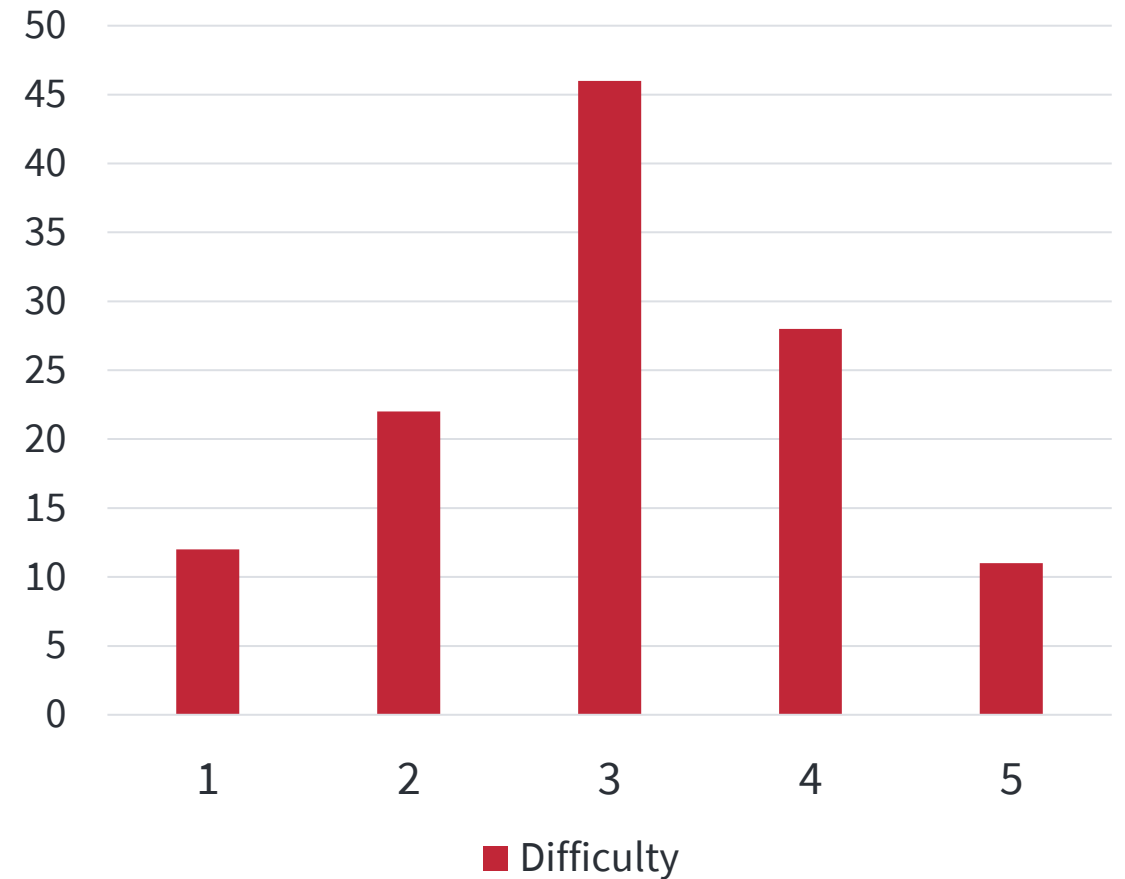
- Measures should better align with unique development, academic, and transitional needs of older learners
- Changes should reflect holistic student growth academically, socially/emotionally and career readiness
- Add metrics for job readiness, vocational training, internships, and college preparation
- Indicators related to re-engagement, attendance improvement, social-emotional learning progress, executive functioning skills, and workforce readiness would better capture the full impact

EDSTEPS

Have you used the EdSteps platform?



On a scale of 1-5, indicate how easy the Ed Steps platform is to use.
1 = Very Difficult, 5 = Very Easy



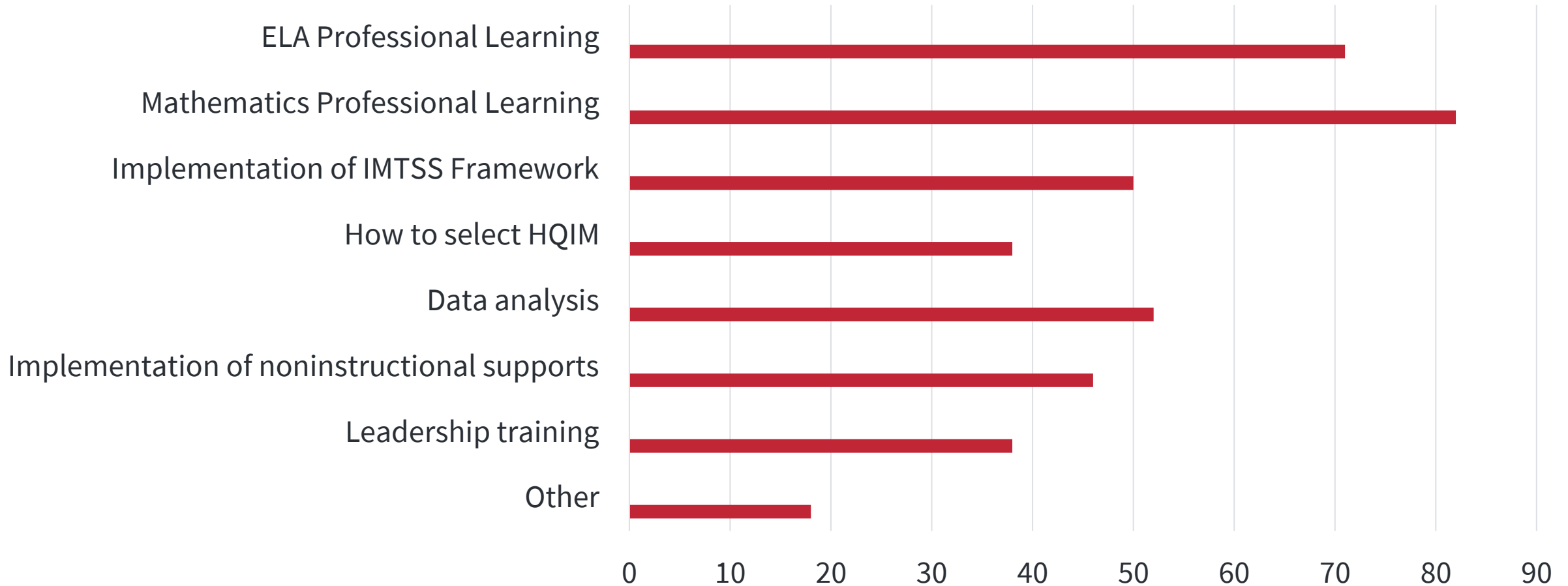
EDSTEPS

What suggestions do you have that would make the Ed Steps platform easier to use?

- More training sessions
- Easier to navigate between sections
- Streamline, reduce redundancy, provide clearer instructions and support
- Increased action step examples
- Clearer instructions
- Less formatted and more open field/paragraph spaces

SUPPORTS

The Department is working to improve student achievement in mathematics and literacy in Ohio schools. What types of support would best help your school?



SUPPORTS

Please expand on the strategies that the Department can implement to better support school improvement related to ELA and math.

- Evidence based teacher training/professional learning, including addressing the unique needs of DOPR students
- State approved remediation programs
- Additional financial assistance/funding
- Targeted, high-quality instructional resources
- Assign math and ELA coaches
- More involvement of the SSTs
- Non-instructional supports for DOPR students

14-24 RESOLUTION

14-24 RESOLUTION

- Revise the age-range for dropout prevention and recovery program and schools to ages 14 to 24;
- Add the following additional pathways to student success plans: four-year degree, entering the military and entering the workforce; and
- Address appropriate funding for students ages 22-24.

Further, we recommend that the Department of Education and Workforce make confirming changes to Ohio Administrative Rule 3301-102-10.

DEPARTMENT UPDATES

RENAISSANCE OPEN OFFICE HOURS

- **February 18** – Reading/using STAR reports - [Register Here](#)
- **April 15** – Topic TBD - [Register Here](#)
- **May 13** – EOY wrap-up - [Register Here](#)

ADDITIONAL UPDATES

- Additional information and webinars to come on the CSP and SFIG Grants
- EMIS Focus Training – Literacy
 - [Wednesday, January 21, at 1 p.m.](#)
 - [Friday, January 23, at 9 a.m.](#)
- DOPR Report Card training sessions
 - [Thursday, March 5, 12:30pm-2:30pm](#)
 - [Wednesday, March 11, 9:30am-11:30am](#)

ADDITIONAL UPDATES

- 1/29 – Webinar: [Using Ohio's Integrated MTSS to Inform District, School, and Building One Needs Assessments and One Plans \(part 1\)](#)
- 1/31 – OEDS Roster Verification – [update OEDS contact information for school leaders](#)
- 2/28 – Financial Forecast-2 due
- 7/1 – AI policy adoption – Department's model policy can be found [here](#)

FEDERAL IDENTIFICATION FOR IMPROVEMENT SUPPORT

- Federal identification – CSI
 - Schools with 4-year cohort graduation rate below 67%
 - Title I eligible schools in the bottom 5% of schools
 - Identified as ATSI and failed to exit the status
- Federal identification – ATSI
 - Student group(s) performing in lowest 5%
- Federal identification – TSI
 - Student group(s) performing in the lowest 2%

FEDERAL IDENTIFICATION FOR IMPROVEMENT SUPPORT

- CSI Schools are required:
 - Develop and implement an improvement plan (One Plan)
 - One Plans goals will focus on literacy and mathematics
 - Must work with State Support Teams to implement One Plan
- Office of Community Schools will review all One Plans
- School improvement grant must align to school One Plan

STATE IDENTIFICATION – STUDENT GROUP ACCOUNTABILITY

- ORC 3317.40
- Identifies schools and districts whose student groups (economically disadvantaged, English learners, students with disabilities , and identified gifted students) fail to meet achievement and progress benchmarks
- Community schools will be required to submit a One Plan to address achievement and progress for identified student group(s)

QUESTIONS?

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THANK YOU

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