



# B

## **Title I, Part C: Education of Migratory Children**





## B. Title I, Part C: Education of Migratory Children

The OSDE will ensure that migrant children who move among the states are not penalized in any manner by disparities in curriculum, graduation requirements, state academic content and student academic achievement standards. The principal operational goal of the Oklahoma Migrant Education Program (MEP) is to ensure that all migrant students meet challenging academic standards so that they graduate with a high school diploma or receive a general equivalency diploma (GED) or high school equivalency diploma (HSED) that prepares them for responsible citizenship. The following strategies support the OSDE's work in this area:

### STRATEGY 1.1

Focus on early childhood education.

### STRATEGY 1.2

Ensure effective implementation of the Oklahoma Academic Standards by using available data to target high-quality, aligned resources to educators.

### STRATEGY 1.3

Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.

### STRATEGY 1.4

Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.

### STRATEGY 1.5

Reduce barriers to equity and close the opportunity and achievement gap for all students.

### STRATEGY 2.2

Provide support and professional learning to increase instructional capacity for teachers and leaders.

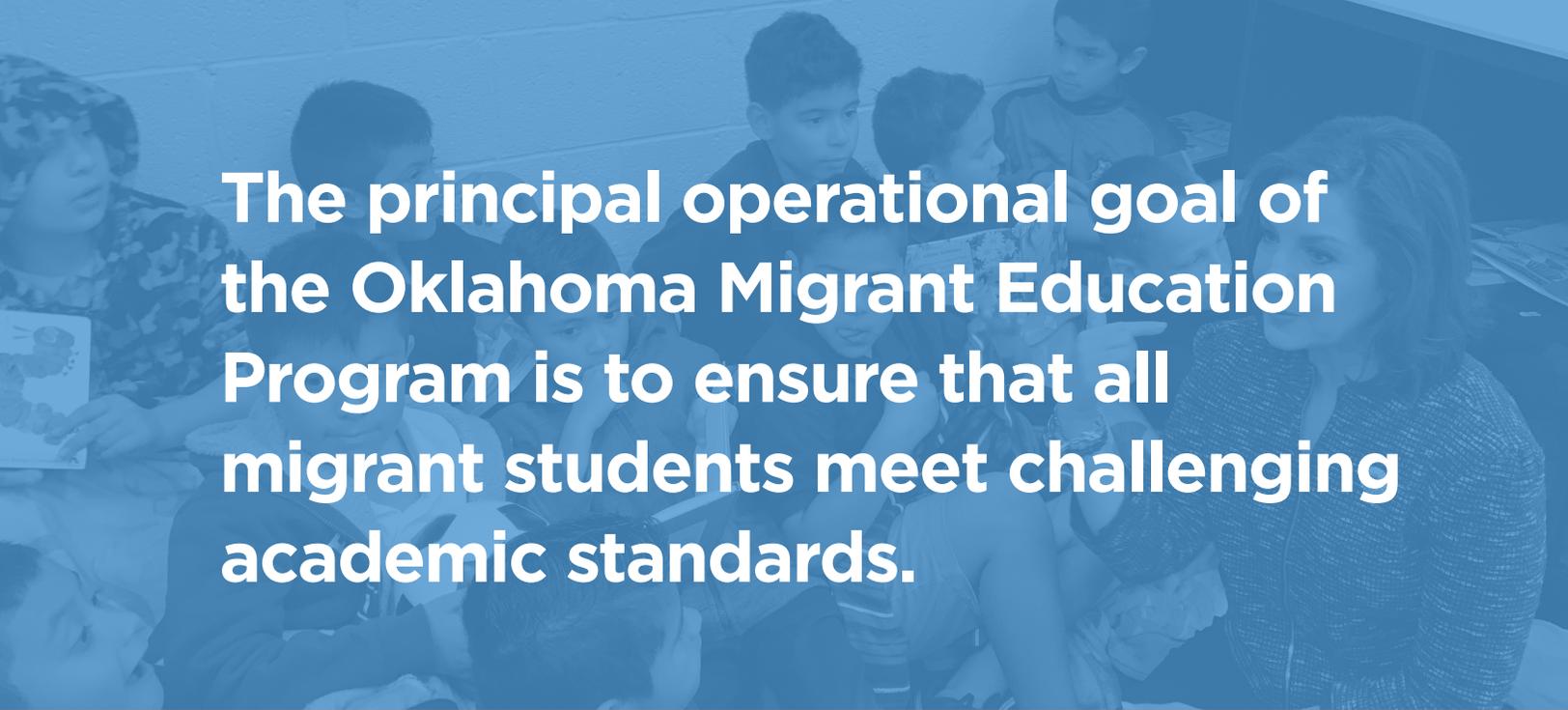
### STRATEGY 3.2

Strengthen and increase family and community engagement to support student learning.

**1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:**

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;**

In alignment with USDE eligibility requirements, the OSDE has established state requirements for identification and recruitment of migratory children, including



# The principal operational goal of the Oklahoma Migrant Education Program is to ensure that all migrant students meet challenging academic standards.

preschool-aged students and out-of-school youth. The OSDE expects all LEAs to adhere to the same eligibility requirements as follows:

1. The migrant child must be at least 3 years old and under 22 years old;
2. The migrant child has not completed high school or a GED;
3. The migrant child or family moved between school districts/states/countries within 36 months; and
4. The work obtained or sought by the parent of a migratory child, or by the child himself or herself, was temporary or seasonal relating to agriculture or fishing.

The OSDE has a state migrant recruiter to assist with the identification and recruitment process, and each of the 11 migrant LEAs has a local recruiter working continuously in their area. Recruiters rely on three types of strategies: school-based, community-based and employer-based.

Therefore, a wide range of students (i.e., preschool students, special education students, students who have dropped out, etc.) are identified and informed about the local migrant program and available services. The OSDE staff receives continuous training and then trains local recruiters and migrant staff to properly identify migrant students to ensure that necessary services are rendered to eligible migrant children and youth.

Once MEP student eligibility is determined, a Certificate of Eligibility is written and reviewed locally before being submitted to the OSDE for final review. Each certificate is maintained in the state migrant database (MIS2000) for three years to document student eligibility for this period.

To identify the needs of preschool students, including preschool migratory students, school districts may use teacher-created assessments and curriculum-based assessments in the areas of math, literacy, science and social-emotional, to name a few.

Oklahoma also has made available a “Ready for School Checklist” that provides guidance on preschool students’ school readiness. This checklist includes areas such as good health and physical well-being, social and emotional preparation, language and general knowledge.

Oklahoma addresses the needs of preschool students, including preschool migratory students, through the development of early childhood 4-year-old programs that adhere to the Oklahoma Academic Standards (OAS). These programs are partially funded through the state funding formula, which allocates funds on a per-pupil basis with additional weights to account for the age of the child, the length of the program day and additional needs of the student (e.g., economically disadvantaged, disability, etc.). Public school districts can collaborate with child-care centers, Head Start and community-based programs by placing a public school teacher in the program to provide the same services as those offered in public school locations. Subsequently, these students are considered public school enrollees. These preschool student data are included in Oklahoma reports such as the state’s Pre-K database on home language, ethnicity and migrant status.

Moreover, the OSDE works in partnership with non-public school programs such as Head Start and the Department of Human Services-accredited child-care centers to ensure academic standards and program policies are aligned statewide. In so doing, the OSDE works toward the goal of ensuring that Pre-K students, including Pre-K migratory students, are ready for school.

To identify the needs of migratory out-of-school youth, the state migrant recruiter and school district recruiters use an out-of-school youth profile assessment – an evaluation tool to help identify the child’s unique needs, which may include credit accrual, high school diploma or GED, school schedule, alternative school setting, educational goals, health/wellness, counseling services, transportation, etc. The OSDE provides continuous guidance, training and services to school districts to enhance efforts to identify the needs of out-of-school youth.

The Oklahoma State Service Delivery Plan (SSDP) was developed as a result of a comprehensive needs assessment and guides the state and LEAs as they serve migrant students, including migratory preschool-aged children and migratory children who have dropped out of school. The needs assessment utilizes data from a variety of sources:

- Migrant student data as included in the Consolidated State Performance Report (CSPR);
- The state A-F Report Card;
- Statistical information reported by the National Assessment of Educational Progress (NAEP);
- Information elicited from specifically designed surveys administered to teachers, administrators, teachers’ assistants, parents and students in all migrant programs in the state;
- Input from local parental advisory councils (PACs);

- Activities observed at the LEA level through application review, on-site monitoring, desktop monitoring and approval of claims; and
- Migrant student assessment data collected from the Oklahoma School Testing Program (OSTP) assessments.

The implementation of the State Service Delivery Plan is based on a cycle of continuous improvement. The comprehensive needs assessment identifies a wide range of services for migratory children – which is the foundation of the SSDP. Eligible migrant students throughout Oklahoma are entitled to receive supplemental support services, including preschool programs, academic home visits, extended-day and summer school classes and health referrals.

Local Migrant Education Programs (MEPs) have autonomy in implementing strategies and services and can design services that better fit their district’s needs in achieving the targeted outcomes. Utilizing a needs assessment, LEAs in Oklahoma select children with the greatest need for MEP services according to the Priority for Services (PFS) criteria. In addition, LEAs identify eligible migrant children with special needs to receive services.

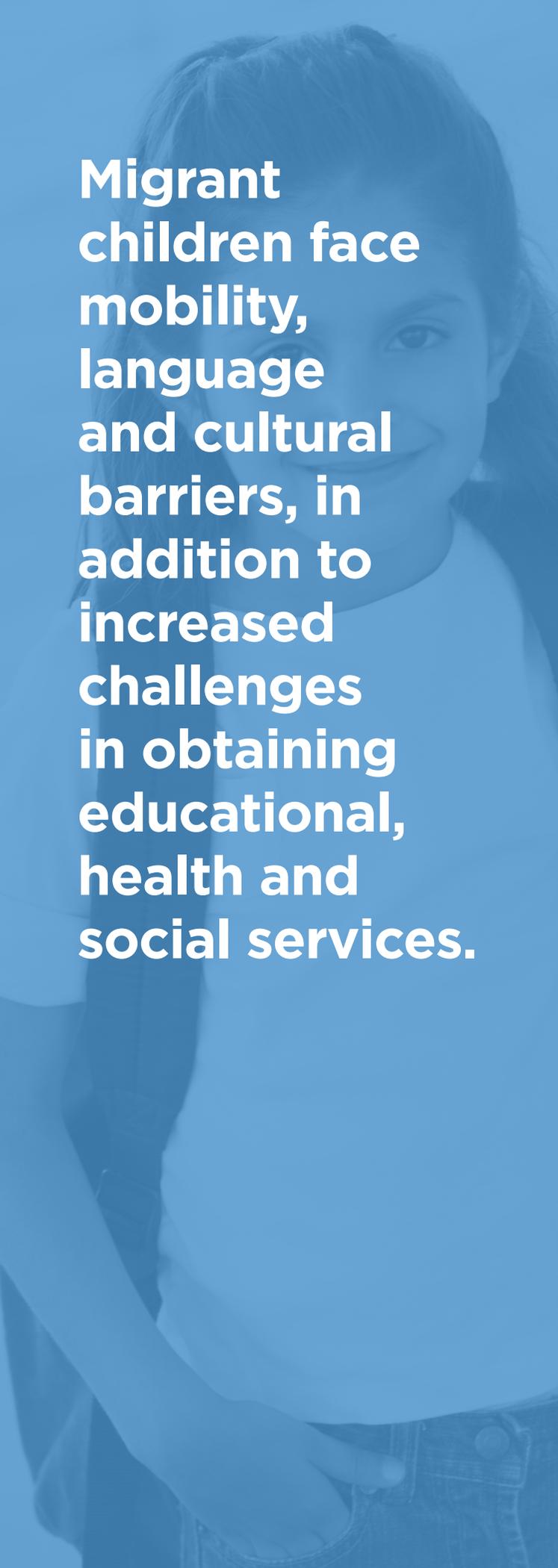
Community-specific services such as Pre-K programs for all students are offered to migratory children. For migrant students who do not have access to Pre-K, free,

downloadable materials can be assembled as preschool packets. To enrich curriculum for migratory children, including preschool migratory children, LEAs offer supplemental services such as tutoring, summer school programs, evening and weekend classes, online educational resources, health and nutrition information, library resources, pamphlets and literacy materials. The LEA migrant recruiter’s activities may include home visits to support these services.

To address the educational needs of migratory children who have dropped out of school, migrant LEAs use online tools to help students improve literacy skills and increase English language acquisition, leading to a GED. Some LEAs in Oklahoma encourage their migratory out-of-school youth to participate in free online educational programs through community colleges or universities to help migratory students earn their GED. In addition, the OSDE belongs to the MiraCORE consortium (Migrant Reading Achievement: Comprehensive Online Reading Education), which works to improve interstate coordination of MEPs by sharing resources to improve literacy skills of migratory children and youth. Through its website, MiraCORE offers literacy materials to assist with instruction of migrant students ranging from Pre-K through 12th grade.<sup>49</sup>

## **ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**

<sup>49</sup> [www.migrantliteracynet.com](http://www.migrantliteracynet.com).



# Migrant children face mobility, language and cultural barriers, in addition to increased challenges in obtaining educational, health and social services.

The OSDE's joint planning process is designed to facilitate interactive communication among interagency divisions (e.g., 21st Century Community Learning Centers, office of federal programs, office of school support, office of special education services) and parental advisory councils (PACs), community stakeholders, including parents, teachers and community, tribal educational agencies and LEA representatives. Oklahoma also collaborates in MEP planning with external entities including the Oklahoma State Department of Health, Committee of Practitioners, Title I & III LEA consortia, interstate coordination, MiraCORE consortium, Kansas Identification and Recruitment team and the Identification and Rapid Recruitment Consortium (IRRC).

The joint planning committees develop a common mission and purpose for the MEP, work on crafting activities for serving migrant children and generate effective plans of action to better serve the migratory population.

In the joint planning process, the OSDE is committed to addressing the needs of all migratory children, including preschool-aged migratory children and out-of-school youth, and ensuring they receive services from all community, state and federal programs for which they are eligible. As a result, the planning process to determine necessary services for migrant students includes the following:

- Review of available academic, health and socioeconomic data;
- Coordination of professional development trainings for MEP districts; and

- Coordination of network organizations and agencies that provide resources to increase migratory services such as academic, health, legal, housing and career opportunities.

The ultimate planning goal is to coordinate local, state and federal educational programs – which include Title III language instructional programs – serving migratory children with those of multiple services from community organizations including but not limited to Integris hospital’s Health Hispanic Initiative, Variety Care health centers, Oklahoma Rural Opportunities (ORO) Development Corporation, Latino Community Development Agency, Oklahoma Employment Security Commission and MetroTech Technology Center. As a result, migrant students have access to health/medical services, legal services, CareerTech classes, language services and employment opportunities as appropriate.

### **iii. The integration of services available under Title I, Part C with services provided by those other programs;**

Migrant children face mobility, language and cultural barriers, in addition to increased challenges in obtaining educational, health and social services. Migrant families are unique because of high mobility due to seasonal work. As a result, multiple programs require coordination to address their needs. The OSDE and LEAs work to maximize the integration of services for migratory children, including preschool children and migratory children who have dropped out of school, and help them be academically successful.

To ensure that the unique educational needs of migratory children, including preschool children and migratory children who have dropped out of school, are identified and addressed, the OSDE and its LEAs provide the following integration of services:

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged;
- Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement;
- Individuals with Disabilities Education Act (IDEA);
- Title IX, Part A: Homeless Education for Children and Youth;
- Summer Food Service Program (SFSP);
- Head Start services;
- Foster care services;
- Social services;
- GED programs;
- CareerTech opportunities; and
- Alternative academic programs.

### **iv. Measurable program objectives and outcomes.**

Based on the current comprehensive needs assessment, the OSDE has determined attainable measurable program objectives and outcomes.

For reading/language arts, Oklahoma’s measurable program objective is that the number of migrant students in Oklahoma who scored proficient or above on statewide assessments in reading/language arts in grades 3-12 will increase each year until the gap between migrant and non-migrant students is closed. Measurable program outcomes of this objective include:

- At least 90% of migrant students who also qualify as English learners will show an increase in their composite scaled scores and/or composite proficiency levels on the ACCESS for ELLs 2.0 proficiency test in the reporting year as compared to their scores the previous year;
- Migrant students who participate in a program to help with reading/language arts will show increased confidence in and improvements in their grades in reading/language arts from the previous year and/or the beginning of the school year to the end of the school year in which they participated in the program; and
- The percentage of migrant students scoring at the proficient level or above on the Oklahoma School Testing Program (OSTP) in reading/language arts will increase each year by 2% from the previous year.

For mathematics, Oklahoma’s measurable program objective is that the number of migrant students who score proficient or above on statewide assessments in mathematics in grades 3-12 will increase each year until the gap between migrant and

non-migrant students is closed. Measurable program outcomes of this objective include:

- Migrant students who participate in a program to help with mathematics will show improvements in their grades in mathematics from the previous year and/or the beginning of the school year to the end of the school year in which they participated in the program; and
- The percentage of migrant students scoring at the proficient level or above on the OSTP in mathematics will increase each year by 2% from the previous year.

For school readiness, Oklahoma’s measurable program objective is that the number of preschool-aged migrant children attending high-quality early childhood education programs will increase each year until all migrant children enter kindergarten with the necessary skills. Measurable annual program outcomes for this objective include:

- At least 50% of migrant children ages 3 to 5 will be enrolled in a Pre-K program;
- At least 70% of migrant children entering kindergarten will be younger than 6 years of age; and
- At least 70% of migrant children entering kindergarten will score as kindergarten-ready on an approved screening instrument that assesses the acquisition of reading skills.

For high school graduation and out-of-school youth, Oklahoma’s measurable program objective is that the number of migrant

students graduating from high school will increase each year, and identified out-of-school youth will receive services to help them obtain a GED or high school diploma. Measurable program outcomes for this objective include:

- At least 70% of migrant students in 12th grade will graduate from high school; and
- 100% of school districts with MEPs will report that they provide services to out-of-school youth, such as GED preparation assistance, flexible school schedules, alternative credit accrual options (i.e., Portable Assisted Study Sequence) and night classes.

## KEY PROGRAM STRATEGIES FOR MIGRANT STUDENTS

- Provide training to MEP and instructional staff on evidence-based strategies and differentiated instructional strategies for reading/language arts and mathematics.
  - Extend instructional time through programs such as afterschool and Saturday classes, intersession classes and/or standards-based 4-6 week summer school programs.
  - Ensure sufficient support services are available to facilitate participation of all migrant students.
  - Provide assistance to parents and students, including:
    - Navigating the school system, including enrollment;
    - Supporting parents' role in their child's education;
    - Tutoring at home and school with flexible scheduling;
    - Facilitating activities to help migrant children with reading/language arts, mathematics and English language development;
    - Understanding student transcripts, progress reports, report cards and graduation requirements; and
    - Preparing for parent-teacher conferences.
- Use culturally relevant materials, including materials in the students' home language, to improve understanding of concepts;
  - Hire bilingual staff to act as aides, interpreters/translators, parent liaisons or afterschool tutors;
  - Create environments where parents feel empowered to advocate for their children;
  - Inform parents about cognitive and linguistic early childhood development activities to help students transition to kindergarten;
  - Provide opportunities for alternative credit accrual, such as the Portable Assisted Study Sequence, evening classes, flexible scheduling and online classes; and
  - Coordinate services for out-of-school youth to meet education and career

goals through other means such as adult education classes, community colleges, GED preparation, life skills courses and English as a Second Language (ESL) instruction.

The state MEP will monitor progress toward achieving the measurable outcomes at the district and state levels. Each local MEP will be held accountable for the outcome measures that focus on raising student achievement regardless of the service strategies the LEA or MEP chooses. An evaluation framework will guide the state in evaluating the MEP's effectiveness, with the goal of producing strategies that provide information on the best use of MEP funds to achieve the performance goals and outcomes detailed in the SSDP. The evaluation examines data from multiple sources, including the state migrant database (MIS2000), the CSPR, OSTP results, ACCESS for ELLs results and the statewide student information system (the Wave). Data are also obtained from surveys of parents, students, educators and MEP staff, along with interviews of MEP staff and observations.

Three questions will guide the performance of MEP sites throughout Oklahoma:

1. To what extent are programs for migrant students impacting student outcomes?
2. Are migrant programs being implemented with fidelity?

3. What changes and/or improvements need to be made to allow MEPs to achieve positive outcomes?

## **2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.**

Oklahoma's Migrant Education Program (MEP) uses the following data programs to track students in order to improve the continuity of education of migrant students:

- The MSIX national migrant database;
- The MIS2000 state migrant database; and
- The Wave state database for all students.

These programs help track migrant student data including credit accrual, health information, migrant eligibility criteria, test scores and other pertinent student information, and allow for easy transfer of information when a migrant student

moves to a new school district. The state's migrant database (MIS2000) interfaces with the national migrant database (MSIX) and promotes interstate and intrastate transfer of student data for migratory children. The state database for all students (the Wave) collects migrant student data such as demographics, test scores and the October count of migrant students used for state allocation reports.

In order to enhance the continuity of timely transfer of pertinent school records, the OSDE is exploring upgrading the Wave to interface with the MIS2000. The OSDE sees the need for removing the duplicative data entry into both systems, which will increase efficiency in intrastate and interstate student data transfer.

### **3. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.**

In alignment with the ESSA section 1304(d), the Oklahoma Migrant Education Program has a Priority for Services (PFS) requirement in place. The PFS ensures priority is given to migrant children who are failing – or most at risk of failing – to meet the state's challenging academic content standards, and students whose education has been interrupted during the regular school year.

The OSDE requires LEAs to complete a PFS form for each student who qualifies, and

maintain supporting documentation for site or desktop monitoring. The required documentation will include but is not limited to:

- A list of eligible migrant students;
- A list of students identified as PFS students;
- A list of available services;
- A list of students receiving migrant services; and
- Individual PFS for each student receiving migrant services.

Federal law mandates that each MEP must provide services first to students who qualify for PFS. The criteria for students to be designated as PFS in Oklahoma are as follows:

1. Students must meet one of the following criteria for an interruption of services during the regular school year:
  - Most current qualifying arrival date or official start date of the school year until the end of the school year;
  - Moved from one district to another due to migrant lifestyle;
  - Been absent for two or more weeks and then returned due to migrant lifestyle; or
  - Officially withdrew and has been gone for at least two weeks, then re-enrolled due to migrant lifestyle.

2. Students must meet at least one of the following at-risk criteria according to state assessment data:

- Scored unsatisfactory or limited knowledge on English language arts/reading assessment;
- Scored unsatisfactory or limited knowledge on mathematics assessment;
- Scored unsatisfactory or limited knowledge on science assessment; or
- Scored below proficient on assessments from other states.

Other at-risk criteria:

- Student is below grade level on any K-3 reading diagnostic assessment;
- Student is classified as an English learner on WIDA Screener, Language Assessment Scales (LAS), IDEA Proficiency Test (IPT), Language Proficiency Test (LPT) or ACCESS for ELLs 2.0;
- Student is behind on accruing credits toward graduation requirements;
- Student has been placed in a class that is not age appropriate; and/or
- Student has grades indicating below average performance in math, language arts and/or science at the elementary, middle or high school level.

State assessment data must be considered first for the second criterion. If results for a migrant student are available, they must be used. If state assessment data are not available, at least two of the at-risk criteria must be met to be considered eligible for PFS. If a student is proficient on the state assessments, that student is not considered eligible for PFS even though he or she may meet the other at-risk criteria. 

# Stakeholder Recommendations

# OSDE Implementation

Stakeholders expressed a need to increase instructional services for preschool-aged children of migrant and seasonal workers.



The OSDE trains school district migrant recruiters to identify and document migrant children under the age of 3 on the Certificate of Eligibility and to use migrant funds to address these children’s needs. The OSDE and school district migrant staff collaborate to build partnerships with nonprofit Head Starts such as TMC (Texas Migrant Council) and NHCT (Native American Coalition of Tulsa).

Stakeholders recognize that many migrant students struggle with the transition from high school to postsecondary. Migratory students who are able to graduate often lack the financial resources to pay for college education.



The OSDE and LEA migrant program staff share knowledge of resources such as the College Assistance Migrant Program, which will pay the first year of college for migrant students. Other scholarship opportunities, including those provided by nonprofit and philanthropic entities, have been compiled into a guide. Some examples include the Hispanic College Fund, Geneseo Migrant Center and the Ayn Rand Essay Contest scholarship.

Stakeholders recognize the need to reach out-of-school youth as a Priority for Service (PFS) population. Often these students do not have any contact with local school districts, and their education has been interrupted.



The OSDE trains LEA migrant recruiters on implementing procedures to identify, document and recruit out-of-school youth. One suggestion includes noting employer and residency-based identification information on the Certificate of Eligibility to assist in identifying, documenting and recruiting out-of-school youth. The OSDE also assists LEAs in finding resources to offer out-of-school youth, including flexible programs at the local school, GED or high school equivalency classes.

## Stakeholder Recommendations

## OSDE Implementation

Stakeholders recognize the need to increase parental and community engagement in the planning, operation and evaluation of the Migrant Education Program (MEP). Their feedback on its effectiveness and possible improvements is essential.



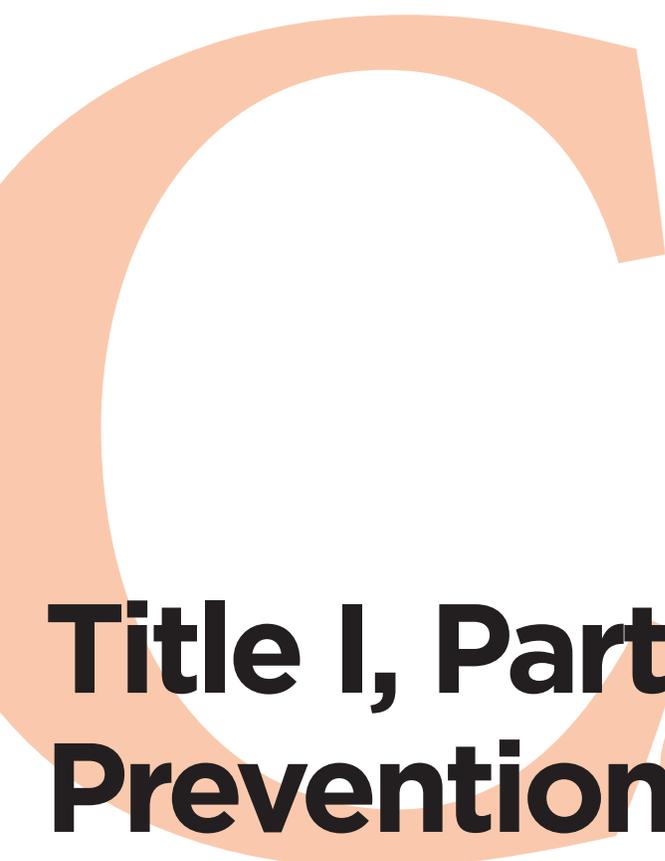
The OSDE requires school districts to establish and consult with Parent Advisory Councils (PACs) – with flexible meeting times and dates – on removing attendance barriers such as travel distance and inclement weather. The OSDE also provides resources for parents to help their children during the summer and to understand the school system and resolve conflicts.

Stakeholders recognize the need to help teachers with resources in the classroom, with an emphasis on the importance of developing personalized lessons for migratory students.



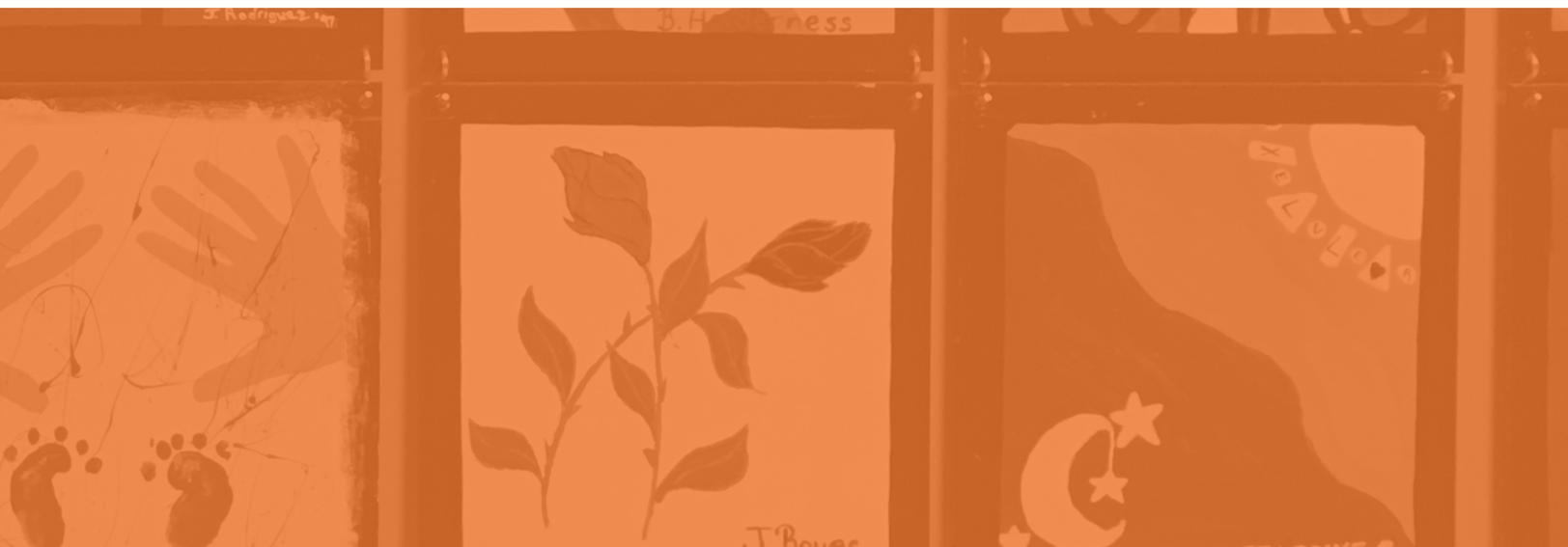
Oklahoma is a member of the Migrant Reading Achievement: Comprehensive Online Reading Education (MiraCORE) Consortium. MiraCORE created the Migrant Literacy website aimed at improving the literacy skills of migratory students and youth, teacher assessment of these students and preparation for personalized lessons.





**Title I, Part D:  
Prevention and  
Intervention Programs  
for Children and Youth  
Who Are Neglected,  
Delinquent or At-Risk**





## **C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

Neglected children are students enrolled in school who are placed in facilities due to abandonment, neglect or death of parents or guardians. LEAs in Oklahoma operate 41 programs that serve 3,178 students classified as neglected.

Delinquent children are those of age 21 or younger, pre-adjudicated or adjudicated to be placed in a facility. These children attend on-site school rather than public school. LEAs in Oklahoma operate 39 juvenile detention centers that serve 2,637 students and 16 juvenile correction centers that serve 303 students. Also, two state agencies serve students who are neglected or delinquent: the Office of Juvenile Affairs, which serves 119 students, and the Department of Corrections, which serves 448 students.

At-risk children are defined as those who are susceptible to academic failure due to:

- Drug or alcohol problems;
- Pregnancy or parenthood;
- Contact with juvenile justice system;
- Falling behind one year academically;
- Membership in or affiliation with a gang; or
- Previously having dropped out of school.

There are 17 at-risk programs in Oklahoma serving 1,029 students.

In an effort to reach all students, Oklahoma commits to providing an effective education for all students, including those who are neglected, delinquent or at risk. The OSDE's strategies to support these students include the following:

### **STRATEGY 1.3**

Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.

### **STRATEGY 1.4**

Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.

### **STRATEGY 1.5**

Reduce barriers to equity and close the opportunity and achievement gap for all students.

### **STRATEGY 3.3**

Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

## **1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.**

The ability to share data among LEAs and facilities is critical to the success of programs. The OSDE has worked to provide a means

for an LEA administering the educational program to receive academic performance data from another LEA upon release of the student, should the student not return to the original LEA.

In addition, state agencies are required to set aside at least 15% of the Title I, Part D allocation to perform transition activities for neglected and delinquent students.

The OSDE's plan for assisting state agencies and LEAs in the transition of children and youth between correctional facilities and locally operated programs includes but is not limited to:

- Requiring state agencies to reserve, in the grant application, at least 15% of allocated Title I, Part D funds for activities that help students transition from eligible institutions, projects and programs into postsecondary education opportunities;
- Requiring LEAs to indicate, in the grant application, how awarded funds support the successful re-enrollment of eligible students in secondary or postsecondary schools upon exiting a neglected or delinquent facility;
- Requiring state agencies and LEAs to describe, in the grant application, strategies that ensure children and youth are re-enrolled in secondary or postsecondary education upon exit from a neglected or delinquent facility. The OSDE requires state agencies and LEAs to report the number of neglected or delinquent children that obtain a high school diploma prior to exiting the neglected or delinquent facility in the annual neglected and delinquent report.
- Supporting credit accrual and recovery for neglected and delinquent children by providing professional development webinars on best practice strategies that increase the credit accrual or recovery;
- Providing trainings to state agencies and LEAs on how to prepare the neglected and delinquent youth for postsecondary education or career and technical training programs;
- Collaborating with community organizations as resource providers for state agencies and LEAs to help students make a successful transition to postsecondary education and/or employment;
- Facilitating collaboration among state agencies, LEAs and the tribal education agencies in Oklahoma to increase awareness of programs that help youth offenders reenter the workforce, and/or attend postsecondary education or career and technical training programs; and
- Ensuring that correctional facilities are able to meet the needs of students with disabilities and comply with the requirements of the IDEA regarding Child Find, the free appropriate public education provision (FAPE) of federal law, and the development of IEPs. The OSDE will revise existing interagency agreements to ensure the correctional facilities develop appropriate intake procedures

and coordinate effectively with LEAs to expedite the provision of special education and related services required to meet students' needs. In addition, the OSDE will develop guidance and provide technical assistance to both correctional agencies and LEAs regarding the provision of FAPE and the development of IEPs.

Another concern worthy of attention is the 1 in 10 students who has or has had an incarcerated parent. The OSDE's intent is to align a stable, caring adult with each of these at-risk students. When listing characteristics of adult mentors, the toolkit *Mentoring Children of Incarcerated Parents* notes the importance of a consistent adult presence: "What children of incarcerated parents need, above all, is stable, reliable care from adults."<sup>50</sup>

When considering at-risk factors for school success, these students must not go unidentified or unsupported. Research suggests that having one dependable adult in the life of a child whose parent is incarcerated contributes to academic success. Providing a stable adult in the lives of the 1 in 10 students requires a systemic approach to tiered intervention and mentorship programming for students.

The OSDE is committed to providing specific guidance for teachers to better understand how and why parental incarceration is considered an adverse childhood experience that impacts academic success. Megan Sullivan provides a reminder of what teachers can do to promote

the same educational opportunities as they would any other child.<sup>51</sup> This simple reminder is applicable:

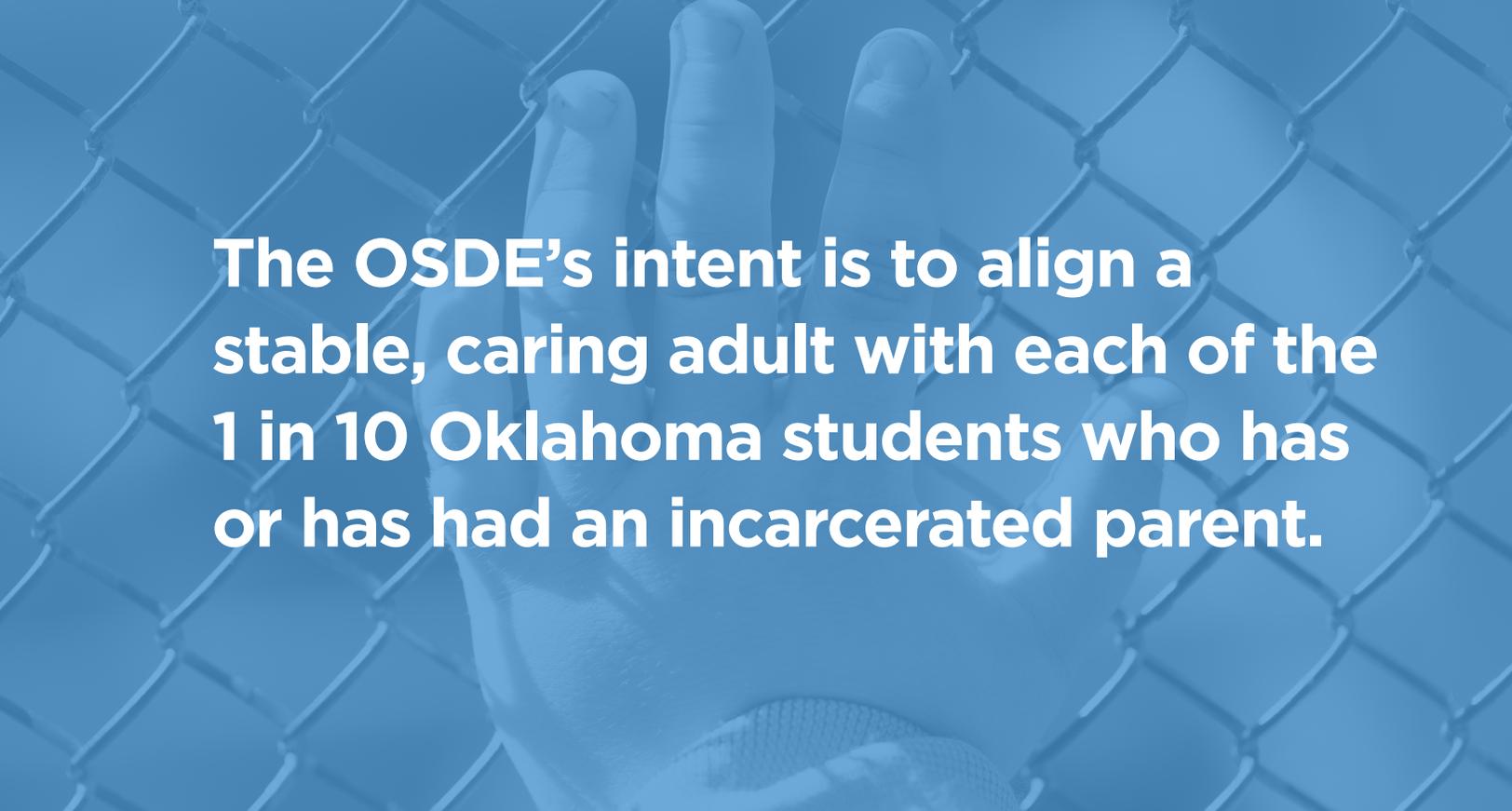
- Acknowledge that there may be students whose parents are in prison;
- Remember that books can be powerful;
- Conduct parent-teacher conferences creatively; and
- Teach students about children's rights.

The identification and support of kids with incarcerated parents is an Oklahoma initiative that requires partnering with other entities involved in this work, such as the Oklahoma Department of Corrections, the Oklahoma Department of Mental Health and Substance Abuse Services, the Oklahoma Commission for Children and Youth, the Oklahoma Messages Project and the Oklahoma Institute for Child Advocacy.

## **2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.**

50 "Mentoring Children of Incarcerated Parents: A Toolkit for Senior Corps Directors," Corporation for National & Community Service, June 2004, [https://www.nationalservice.gov/sites/default/files/resource/MCIP\\_Senior\\_Toolkit.pdf](https://www.nationalservice.gov/sites/default/files/resource/MCIP_Senior_Toolkit.pdf).

51 Megan Sullivan, "Children of Incarcerated Parents and Academic Success," *Literacy & NCTE*, May 26, 2017, [blogs.ncte.org/index.php/2017/05/children-incarcerated-parents-academic-success](https://blogs.ncte.org/index.php/2017/05/children-incarcerated-parents-academic-success).



# The OSDE's intent is to align a stable, caring adult with each of the 1 in 10 Oklahoma students who has or has had an incarcerated parent.

To ensure neglected and delinquent children and youth have an opportunity to participate in effective educational programs, the OSDE has established the following objectives to assess the effectiveness of the Title I, Part D program in improving the academic, career and technical skills of participating children and youth in postsecondary pursuits:

## **OBJECTIVE 1**

The OSDE collaborates with state agencies and LEA stakeholders to identify quantifiable indicators of academic growth, career and technical skills as they relate to program outcomes for neglected, delinquent or at-risk children and youth.

## **OBJECTIVE 2**

The OSDE continues to collect neglected or delinquent student data for the Consolidated State Performance Report (CSPR). LEAs provide reading and mathematics assessments of neglected or delinquent students both

before and after the course. Gathering such data can help determine the effectiveness of the educational programs.

## **OBJECTIVE 3**

The OSDE collaborates with state agencies and LEA stakeholders who decide to pursue a Pay for Success model, an evidence-based approach that aims to improve overall academic achievement of neglected, delinquent or at-risk children and youth. The OSDE may provide letters of support, attend meetings and offer other state-level support for state agencies and LEAs that pursue Pay for Success initiatives.

Pay for Success is an innovative approach to support private sector or philanthropic initiatives to improve the academic achievement of neglected, delinquent or at-risk children and youth. Instead of funding services regardless of the results, the government and other entities, such as

state agencies or LEAs, may enter into an agreement with these philanthropic or private investors and pay for interventions that actually achieve the agreed-upon outcomes. The USDE gives the example that “instead of paying for professional development or training simply to be provided, a community might use Pay for Success to pay only when individuals gain professional credentials, and stable employment in good jobs, and achieve positive results in their jobs. When government employs Pay for Success strategies, taxpayers no longer bear the risk of paying for services that are ineffective because resources are not expended until the services have produced a specific benefit.”<sup>52</sup>

#### **OBJECTIVE 4**

In order for students in neglected or delinquent facilities to have equitable access to academic, career and technical skill opportunities, the OSDE requires all state agencies and LEAs to provide students in these facilities the same rigorous curricula as to those in regular educational programs. The OSDE has established a partnership with the Oklahoma Department of Career and Technology Education (CareerTech) Office of Lifelong Learning to explore the possibility of data matching regarding the academic achievement of neglected or delinquent students who participated in educational services offered by state agencies and LEAs that administer programs for neglected or delinquent students.

#### **OUTCOMES**

To achieve these objectives and to determine the effectiveness of the Title I, Part D programs in improving the academic, career and technical skills of children in the program, the OSDE will:

- Use multiple nonacademic indicators for student growth, such as student engagement in academic and vocational programs, the number of students who obtained a GED, high school diploma, CareerTech certification or employment, etc.;
- Collect quantifiable academic growth data in reading and math through the CSPR, based on pre/post assessments of neglected and delinquent children and youth;
- Create a survey for neglected or delinquent facility personnel to determine the effectiveness of the educational program offered by the LEA. This survey includes questions about teacher attendance, student engagement in the program, teacher-student interaction, instructional tools, materials and best practices for program implementation, etc.;
- Collect Pay for Success model data from participating state agencies and LEAs, including identification of the program, description of the program implementation, outcomes (strengths and weaknesses) of the program, and success models shared with other state agencies and LEAs;

52 “Pay for Success,” U.S. Department of Education, last modified 12/30/16, <https://www2.ed.gov/about/inits/ed/pay-for-success/index.html>.

- Develop data collection protocols with CareerTech for career and technical skills data matching of neglected or delinquent students who participated in and successfully completed the CareerTech programs offered by state agencies and LEAs; and
- Develop and use various instruments for assessing effectiveness of the programs, such as state agency and LEA application funding requests, desktop and on-site monitoring and self-assessment reports.

At the end of the assessment process, the OSDE will make commendations or recommendations to state agencies and LEAs regarding the effectiveness of the Title I, Part D program in improving the academic, career and technical skills of children in the program. 

## Stakeholder Recommendations

## OSDE Implementation

When asked about barriers to administering the programs for neglected and delinquent youth, stakeholders expressed concern about the early exit of neglected or delinquent children and youth from facilities. Such an early exit may not give these students enough instructional time or allow them to attain necessary credit accrual for graduation.



The OSDE provides trainings to LEAs on best practices to help neglected and delinquent students transition to the LEA, to another facility or into the workforce. Such training includes communication methods among LEAs, correctional facilities and other involved parties to address issues caused by high mobility and to ensure that appropriate educational services are provided.

It is challenging to find teachers who are certified in all subjects to teach in neglected and delinquent facilities. The OSDE is exploring solutions for more flexibility regarding the certification requirements of these teachers.



Teachers may continue to qualify in subject areas for which they are not certified through the High Objective Uniform State Standard of Evaluation (HOUSSE) only for the purposes of teaching in an alternative education program or alternative school offered by the district school board or in a residential or treatment facility located within a district. A copy of the HOUSSE form for each teacher certified in this manner must be submitted with the neglected or delinquent application for review by the OSDE.

LEAs need to access neglected or delinquent student records in a timely and efficient manner. Stakeholders said the OSDE could facilitate the transfer of records by allowing LEAs access to student information from the Wave (Oklahoma's student information system), including any assessments that the neglected or delinquent student may have completed at the previous LEA.



The OSDE will support the transition of neglected or delinquent students from a neglected, delinquent or correctional facility to a traditional LEA by allowing student data access to the LEA administering the educational program in the facility. This access, in an effort to support continuity of instruction, will be granted for up to 90 days after students exit the educational program.

## Stakeholder Recommendations

## OSDE Implementation

Stakeholders suggested the OSDE partner with CareerTech to bring specialized trade skills options into facilities and to track neglected or delinquent student success after students exit the educational programs offered by LEAs and state agencies.



The OSDE is establishing a partnership with the CareerTech Office of Lifelong Learning to explore the possibility of data matching regarding the academic achievement of neglected or delinquent students who participated in educational services offered by state agencies and LEAs that administer neglected or delinquent programs.

Stakeholders suggested implementing a Pay for Success model to support academic achievement for neglected or delinquent students.



The OSDE will continue exploring the Pay for Success model, an innovative way to support private sector or philanthropic initiatives to improve the academic achievement of neglected and delinquent students. The USDE gives the example that instead of paying for professional development, a community might use Pay for Success to pay only when individuals gain professional credentials, stable employment and positive results in their jobs.

## Stakeholder Recommendations

## OSDE Not Implementing

Stakeholders suggested the OSDE explore purchasing one learning management system that all neglected or delinquent programs could access in order to enable continuity of instruction.



The OSDE does not have sufficient funds to implement this purchase at the state level.



# **Title II, Part A: Supporting Effective Instruction**





## **D. Title II, Part A: Supporting Effective Instruction**

As part of the OSDE 8-Year Strategic Plan, the agency supports the recruitment, preparation and retention of effective teachers and leaders. Oklahoma is experiencing a critical teacher shortage that has only underscored the great need for an effective teacher in every classroom and a strong instructional leader in every school.

It cannot go unmentioned that the complete elimination of Title II, Part A funding would severely hamper the state's ability to achieve its goal of reducing its need for emergency-certified teachers. Title II, Part A dollars are critical to Oklahoma's efforts to enhance meaningful professional development offerings, provide supports to teachers in implementing rigorous academic standards and equip instructional leaders who can support teachers and ultimately increase academic achievement for all students.

Through the creation of the Teacher Shortage Task Force, the OSDE has aggressively addressed strategies to recruit, retain and reward educators. A full report of the 2016 task force's work is in Appendix 14, and an updated report of the 2017 task force's work is in Appendix 15. Strategies underway include positive communication messaging such as "Shaped My Life" and "Elevate," the OSDE's public awareness campaigns that promote the importance of teaching and emphasize the many positive aspects of public education.

Solutions related to policy implementation include 12 task force recommendations signed into law. Strategies being launched include OK-ED talks, micro-credentialing and collaborative professional development opportunities for emergency-certified teachers. Upcoming work to address the teacher shortage includes business partnerships for summer teacher externships, restructuring of the teacher-leader career ladder framework and collaborative efforts to create certification exam preparation.

The OSDE 8-Year Strategic Plan depicts the efforts of supporting excellent educators:

### **STRATEGY 1.2**

Ensure effective implementation of the Oklahoma Academic Standards by using available data to target high-quality, aligned resources to educators.

### **STRATEGY 1.4**

Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.

### **STRATEGY 1.6**

Enable Oklahoma's students to benefit fully from digital-age teaching and learning.

### **STRATEGY 2.1**

Reinforce the teacher pipeline by supporting teacher pre-service training, recruitment, preparation and retention.

### **STRATEGY 2.2**

Provide support and professional learning to increase instructional capacity for teachers and leaders.

### STRATEGY 2.3

Provide district and school leaders with the training and support needed to improve instruction in their schools.

### STRATEGY 3.1

Advocate for a strong public education system and elevate the education profession.

#### 1. Use of Funds (ESEA 2101(d)(2) (A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The OSDE plans to set aside 5% of the allocated Title II, Part A funds, using 1% for administrative costs and the remainder to champion efforts that attract, prepare, develop and retain effective teachers and leaders. Though an additional 3% may be set aside for state-level activities, the OSDE will not utilize those allowable funds. During state budgetary challenges, it is important that the federal funds expected by LEAs not be disrupted.

The OSDE plans to use Title II, Part A funds for the following state-level initiatives to improve student achievement and directly support the state's goal of reducing its forced reliance on emergency-certified teachers:

- Recognize and implement Learning Forward Standards for Professional Learning to support newly implemented academic standards.<sup>53</sup> The new definition of professional development emphasizes activities that are sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused. Learning Forward standards will anchor the professional development offerings from the OSDE that, in turn, will foster student achievement;
- Implement a professional learning (PL) Focus, emphasizing professional growth and ownership, as part of the state's evaluation system;
- Strengthen the teacher residency program that provides support for strong mentorship and induction programs for new teachers;
- Improve quality and effectiveness of principals and other school leaders through established Lead to Succeed and Moving UP programs (see descriptions in Appendices 16 and 17); and
- Ensure implementation of the teacher-leader career ladder, established in state law to elevate teachers who take on responsibilities of mentor, model and lead roles while receiving additional compensation.

<sup>53</sup> Learning Forward, "Definition of Professional Development," the Professional Learning Association, <https://learningforward.org/who-we-are/professional-learning-definition>.

Oklahoma’s emergency certification process is unlike any other certification pathway. After exhausting every option to find an appropriately certified person for an open position, a district superintendent makes request for the applicant. That superintendent must provide a letter with explanation, résumé of the applicant, official transcript, processing fee, documented proof of job posting and verification that the applicant has passed the requested subject-area test or is registered for the next available test. Once approved by the State Board of Education, the applicant must have an Oklahoma State Bureau of Investigation and Federal Bureau of Investigation fingerprint-based criminal history background check.

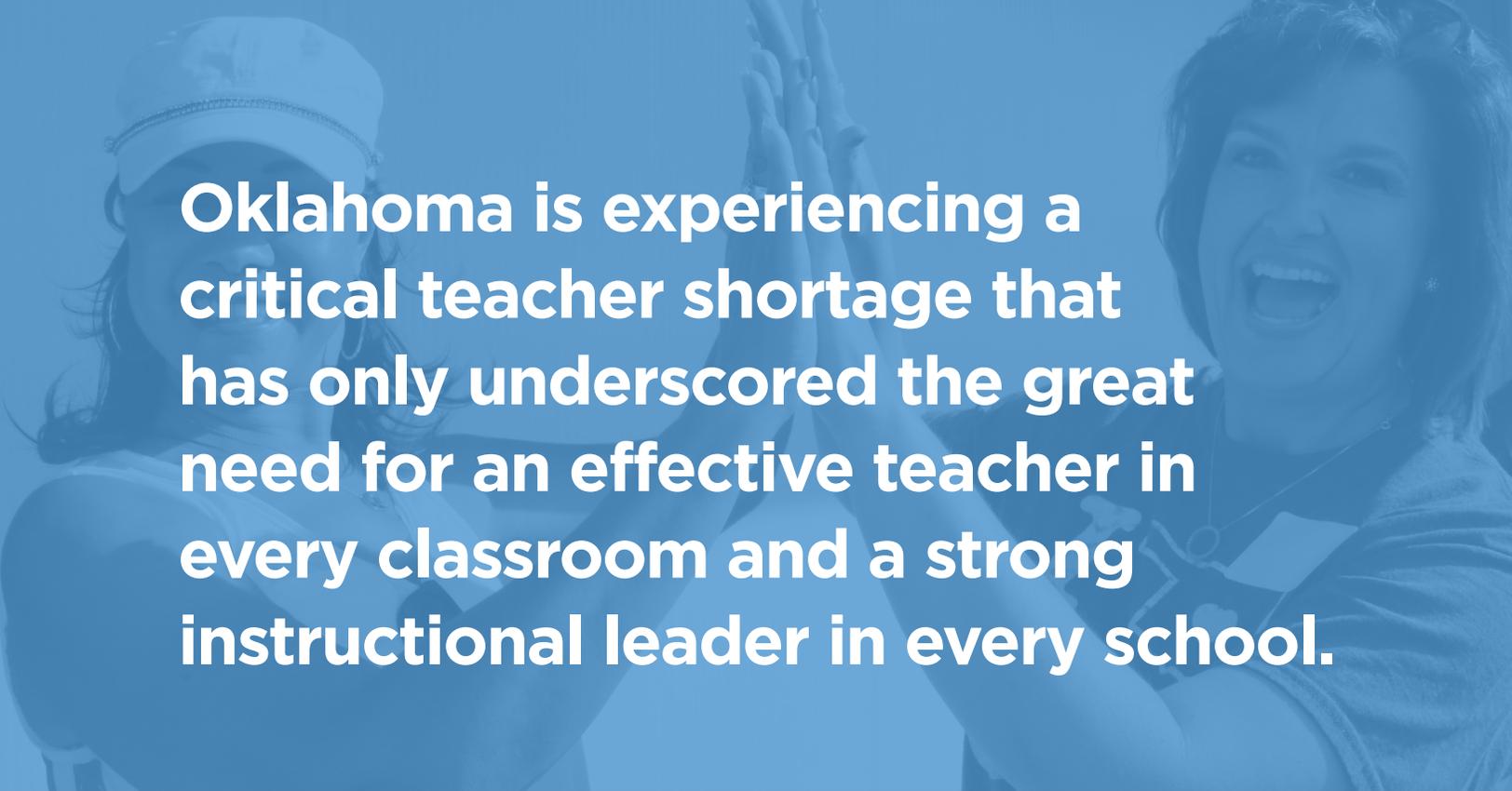
Emergency-certified applicants have varying credentials. Some already are certified in a content area and merely need to pass an additional subject-area exam. Some are competent in a subject area but lack pedagogical skill and knowledge. Many are eligible for the Alternative Placement program that has required education and competency components. In addition, Alternative Placement applicants must complete six to 18 college credit hours of professional education, or 90 to 270 clock hours of professional development. All Alternative Placement participants are required to complete college credit coursework in classroom management and pedagogical principles.

## **2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.**

For low-income and minority students to gain greater access to effective educators, the state will extend capacity to continue implementation of the Equitable Access to Excellent Educators plan strategies:

- Meaningful professional development;
- Leadership training; and
- Partnership with educator preparation programs.

The first two of these points are state-level initiatives. Examples of meaningful professional development include statewide implementation of an annual, educator-selected PL Focus goal. A more specific state initiative is training involving Oklahoma’s 39 recognized Native tribes. The third, partnership with educator preparation programs, will continue to be strengthened through recruitment and preparation of teachers. Acknowledging the decline in educator preparation enrollment, Title II, Part A funds will be utilized for recruitment and retention efforts.



# Oklahoma is experiencing a critical teacher shortage that has only underscored the great need for an effective teacher in every classroom and a strong instructional leader in every school.

For the full Equitable Access to Excellent Educators plan, see Appendix 18.

### **3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State’s system of certification and licensing of teachers, principals, or other school leaders.**

Oklahoma’s legal definition of teacher means any person who is employed to serve as district superintendent, principal, supervisor, counselor, librarian, school nurse or classroom teacher or in any other instructional, supervisory or administrative capacity.<sup>54</sup>

The following are routes to certification for an Oklahoma teacher:

#### **Traditional**

- **Oklahoma teacher preparation program:** This pathway requires completion of a state-approved teacher education program and the passing of state teacher certification assessments (OGET, OSAT, OPTE).<sup>55</sup>
- **Out-of-state certified teachers (reciprocity):** Teachers who have certification in another state may apply with their out-of-state certificate and receive a two-year provisional certificate. After one year of employment in Oklahoma, they may apply for standard certification.
- **Out-of-country certified teachers:** Teachers coming to Oklahoma from another country must have their

<sup>54</sup> 70 O.S. §1-116.

<sup>55</sup> Glossary of certification test acronyms: OGET=Oklahoma General Education Test, OSAT=Oklahoma Subject Area Test, OPTE=Oklahoma Professional Teacher Examination.

credentials evaluated and translated by a state-approved entity. To qualify for certification, applicants must fulfill the following requirements: a bachelor's degree equivalent, valid out-of-country credential and/or statement of good standing from the proper licensing authority of their country, verification of two years' experience in the previous five years, recommendation by a school administrator or education official, criminal history record check and affirmation of competence in spoken and written English. Those who qualify receive a two-year provisional certificate. After one year of employment in Oklahoma, they may apply for standard certification.

## Non-traditional

- **Alternative certification program:** Individuals with at least a bachelor's degree in a subject other than professional teacher education must meet the prerequisite of a bachelor's degree with a minimum number of college credits or work experience in the available teaching field. Upon passing the OGET and the OSAT, they will receive three years of certification to complete the OPTE and any assigned professional education coursework (e.g., college credit courses in both classroom management and pedagogical principles).
- **Paraprofessionals to Teachers:** Individuals with at least a bachelor's degree and teacher assistant experience who want to teach elementary, early childhood or special education must have a college grade point average of 2.5 and one year of experience as a paraprofessional or a teacher assistant in early childhood, elementary or special education. Applicants must pass the OGET, OSAT and OPTE in the area of their expertise, at which time they will be issued a one-year provisional certification that can be renewed twice. By the end of their third year of teaching, individuals must have completed 12 hours of assigned coursework to receive a standard teaching certificate.
- **Teach for America:** These individuals with at least a bachelor's degree must be recommended for certification by completing certification requirements of the national Teach for America organization. They receive an initial two-year teaching credential and must meet testing and any other Teach for America requirements to move to a five-year standard certificate.
- **American Board (ABCTE):** These individuals are recommended for certification by completing ABCTE certification requirements. Applicants submit verification of ABCTE certification and are issued a one-year non-renewable certification and must complete the ABCTE mentorship program before receiving a five-year standard certificate.
- **Non-traditional special education (boot camp):** Upon permission of the boot camp provider, individuals attend 150 clock hours of workshops needed to receive a provisional special education certificate. They must have a bachelor's degree and must submit a completion certificate and recommendation from the boot camp provider to be eligible to apply for a one-year provisional certificate. The

certificate can be renewed two times if the individual earns six credit hours of coursework each year. Once a college or university verifies completion of a non-traditional special education program, that individual may apply for a standard certificate.

- **Troops to Teachers:** Veterans with at least a bachelor’s degree in a subject other than teacher education must have a bachelor’s degree with a college major or work experience in the available teaching field. They must pass the OGET and OSAT to qualify for three years of certification. Within that timeframe, they must complete the OPTE and any assigned professional education coursework to receive a standard certificate.
- **4-year-olds and younger:** These individuals must have at least a bachelor’s degree and five years of Head Start experience, hold a child development associate credential and pass the OGET and Early Childhood OSAT to receive a standard certificate.

An individual who wants to be certified as a school administrator in Oklahoma must pursue one of the following routes:

- Complete a state-approved program in Oklahoma and take the appropriately aligned test;
- Provide a copy of a state-issued administration certification from another state;

- If an individual has completed an approved out-of-state certification program but did not acquire certification, he or she may provide verification of the program’s completion and pass the appropriately aligned test; or
- Establish a plan of study with an Oklahoma university, take the appropriate test and receive a three-year alternative administration certificate (see Appendix 19).

#### 4. **Improving Skills of Educators (ESEA section 2101(d)(2)(J)):** **Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.**

The various offices of the OSDE – including curriculum and instruction, special education and educator effectiveness – contribute to professional development delivered in an array of formats, such as live workshops, webinars and “PD on Your Plan.”

Resources are continuously being vetted and updated on the OSDE website for access by educators. Specific vetting of open education resources (OER) is underway, as Oklahoma is part of the USDE’s #GoOpen campaign. This

initiative encourages states, school districts and educators to use openly licensed educational materials that promote high-quality content, increase equity, save money and empower teachers. Additionally, the OSDE works to ensure educators are aware of professional development requirements in state and federal law and available resources by publishing an annual guide. The required professional development guide for 2017-18 can be found in Appendix 20.

The OSDE is developing a professional development online module system for special education to enhance the ability of teachers to provide effective instruction for students with disabilities. This system will help educators understand how best to support students with disabilities and comply with the requirements of the Individuals with Disabilities Education Act (IDEA).

The OSDE supports these goals specifically for children with disabilities and students with low literacy levels through the implementation of the State Systemic Improvement Plan (SSIP). The special education services division has identified early childhood literacy as its target improvement area and is working to implement six strategies to reach its targeted goal. Several of the strategies focus on professional learning, with goals that emphasize improving the skills of educators to:

- Enhance the literacy skills of students in grades Pre-K through third grade; and
- Implement Individualized Education Programs (IEPs) for students with disabilities in all classrooms.

Both special education and general education teachers are included in all professional learning opportunities through the SSIP.

To address the academic needs of English learners, the OSDE will provide specialized instructional training to include best practices for meaningful content-area instruction, shared strategies for challenging linguistic and cognitive development and focused academic standards and assessments training. A valuable resource available to teachers, principals and other school leaders is the Comprehensive Academic Resource and Training Toolkit (CARTT), which is an online portal of resources.

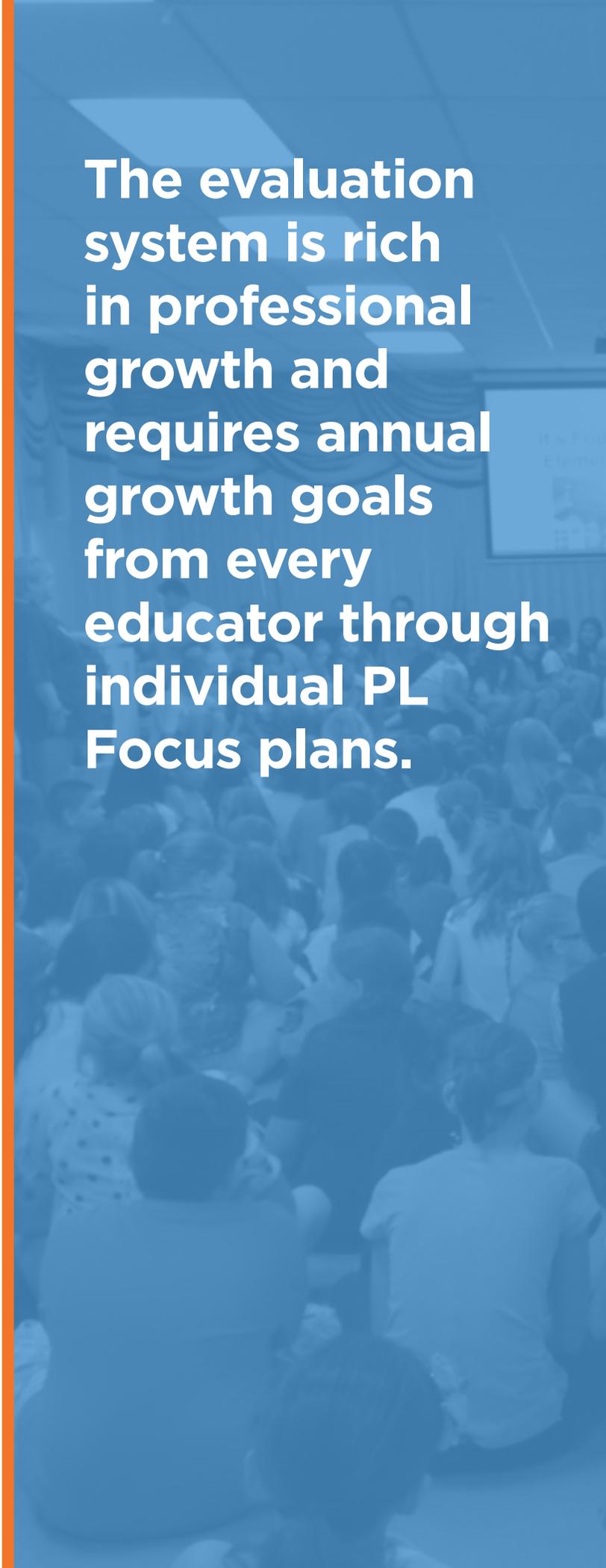
School districts are required to ensure gifted and talented coordinators and teachers working with gifted students have training. The OSDE supports this requirement by offering a variety of professional learning opportunities, including the summer EngageOK conference, EncycloMedia and the Oklahoma Association for the Gifted, Creative and Talented (OAGCT), all of which offer webinars that are recorded for future viewing. The OSDE is also designing online PD modules to support teachers working with gifted students, the first of which is characteristics of gifted and talented.

In order to address low literacy rates in the state, the OSDE relies on the research findings of the state's Reading Sufficiency Act (RSA). Recent findings point to educators' use of instructional strategies considered best practices, interventions with efficacy and access to reading services and supports as having the greatest impact for struggling readers. Additional research is likely to focus on specific programs that meet student needs and allow for equitable access. Language

Essentials for the Teachers of Reading and Spelling (LETRS) provides robust literacy professional development to educators with a focus on educators' understanding of language structures, students' learning paths to reading and writing and the reasons that some children fail to learn. The OSDE hosts several opportunities for LETRS training throughout the year.

The OSDE is poised to align the state's Teacher Leader Effectiveness (TLE) evaluation system to newly defined professional development that emphasizes sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused educator capacity-building. The evaluation system is rich in professional growth and requires annual growth goals from every educator through individual PL Focus plans. Through professional consultation following observation, those growth goals can be tailored to specific student needs.

It is imperative that the state expand administrator-focused professional learning experiences. Two such programs currently offered are Lead to Succeed (L2S) and Moving UP. A 24-session, intensive series of training, L2S is grounded in curriculum from the National Institute for School Leadership (NISL). Two cohorts of Oklahoma principals and assistant principals have been trained to serve as change agents in their respective schools, with a third cohort to begin in September 2017. Moving UP focuses on equipping assistant and novice principals with skills and supports to assist the transition to head administrator.



**The evaluation system is rich in professional growth and requires annual growth goals from every educator through individual PL Focus plans.**

## 5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

A feature of the OSDE's state longitudinal data system is the foundation of an educator dashboard to help educators make instructional decisions about their students. In addition, the dashboard will serve as a source of indicators for educator professional growth. The OSDE will provide training to teachers and administrators on how to utilize the dashboard data to make informed instructional decisions. Updating and continuous improvement of Title II, Part A activities will be guided by ongoing consultation with critical stakeholders. These stakeholders include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, parents, students, tribal representatives, community partners and other organizations or partners with relevant and demonstrated expertise in programs and activities aligning with Title II, Part A.

## 6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

Multiple partnerships for recruiting, preparing and retaining educators have formed in an effort to address the severe teacher shortage in Oklahoma. The OSDE's partnership with educator preparation programs in the state as well as collaboration with the Office of Educational Quality and Accountability and the Oklahoma State Regents for Higher Education are targeting quality preparation.<sup>56</sup>

One such effort is the work through the Network for Transforming Educator Preparation (NTEP), a pilot project delivering college-credit coursework in classroom management and pedagogy to 83 emergency-certified teachers.<sup>57</sup> Another NTEP product is the creation of a data mapping and sharing initiative that informs educator preparation programs of the success their graduates have in the classroom. A more narrowly focused effort is culturally relevant teaching made available to pre-service teachers in educator preparation programs and continued to in-service educators once hired in Oklahoma school districts. 

<sup>56</sup> OEQA: The Office of Educational Quality and Accountability supports high-level student performance by ensuring quality evidence-based educator preparation, improving school efficiency and effectiveness from Pre-K through higher education and providing comprehensive statistical information for all stakeholders.

<sup>57</sup> NTEP: Sponsored by the Council of Chief State School Officers (CCSSO), NTEP emphasizes readiness for teaching and leading.

## Stakeholder Recommendations

When respondents were asked to rank the potential use of Title II, Part A federal funds, they did so as follows:

- Efforts to retain effective teachers and leaders
- Efforts to attract effective teachers and leaders
- Efforts to better implement residency and mentoring programs for new educators
- Efforts to assist districts in developing differential pay and other incentives to recruit and retain educators
- Efforts to develop and assist districts with teacher-leader career ladder opportunities
- Efforts to refine the teacher and leader evaluation system and revise and innovate the certification system



## OSDE Implementation

The OSDE will continue to develop Teacher Shortage Task Force strategies that emphasize hard-to-staff areas and career development for teachers. The OSDE will pursue intentional professional learning that addresses recruitment and retention such as educator preparation emphasis on teaching diverse student groups and technologically accessible learning for in-service educators. The OSDE intends to provide professional development that targets strong teacher residency programs for new teachers and cross-team Professional Learning Community training. The OSDE commits to improving educator morale by continuing to promote public messaging that reimagines the teaching profession, while building on collaborative efforts of stakeholders. Current agency campaigns include Shaped My Life, OK-Ed talks, and Elevate.

After reviewing drafts one and two, stakeholders suggested a prominence of culturally relevant teaching as part of professional development for pre-service and in-service teachers.



Through OSDE professional development and cross-functional teaming, culturally relevant teaching will be incorporated into TLE educator annual growth goals (PL Focus), through LEA talent management efforts as supported by the office of school support and through continued projects such as the grassroots Network for Transforming Educator Preparation (NTEP) work.

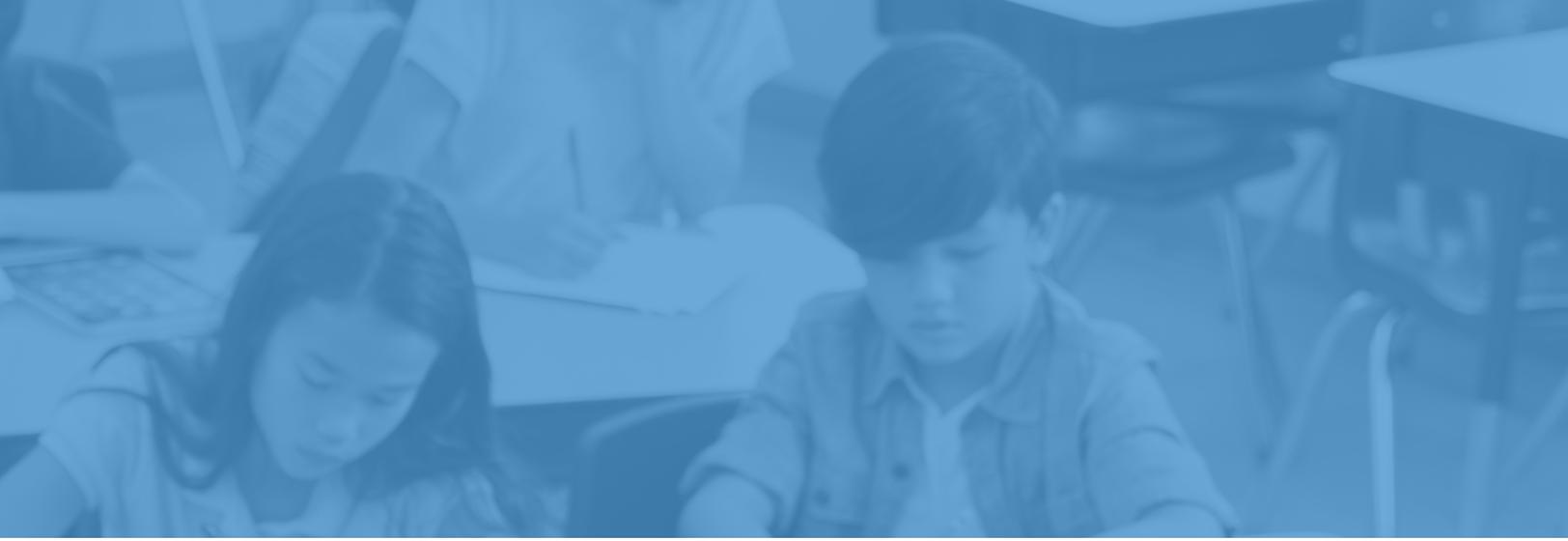


# EF

**Title III, Part A,  
Subpart 1:**

**English Language  
Acquisition  
and Language  
Enhancement**





## **E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

The English learner (EL) population in Oklahoma continues to rise, having increased by nearly 10,000 students in fewer than five years. Additionally, more than 180 languages are spoken in the homes of Oklahoma's schoolchildren. Other than English, the languages most spoken in Oklahoma in order of use are Spanish/Castilian, Vietnamese, Cherokee, Marshallese, Burmese, Hmong, Zomi, Arabic and Chinese. With these challenges in mind, the following strategies are in place to support Oklahoma's English learner population:

### **STRATEGY 1.2**

Ensure effective implementation of the Oklahoma Academic Standards by using available data to target high-quality, aligned resources to educators.

### **STRATEGY 1.3**

Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.

### **STRATEGY 1.4**

Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.

### **STRATEGY 1.5**

Reduce barriers to equity and close the opportunity and achievement gaps for all students.

### **STRATEGY 1.6**

Enable Oklahoma's students to benefit fully from digital-age teaching and learning.

### **STRATEGY 2.2**

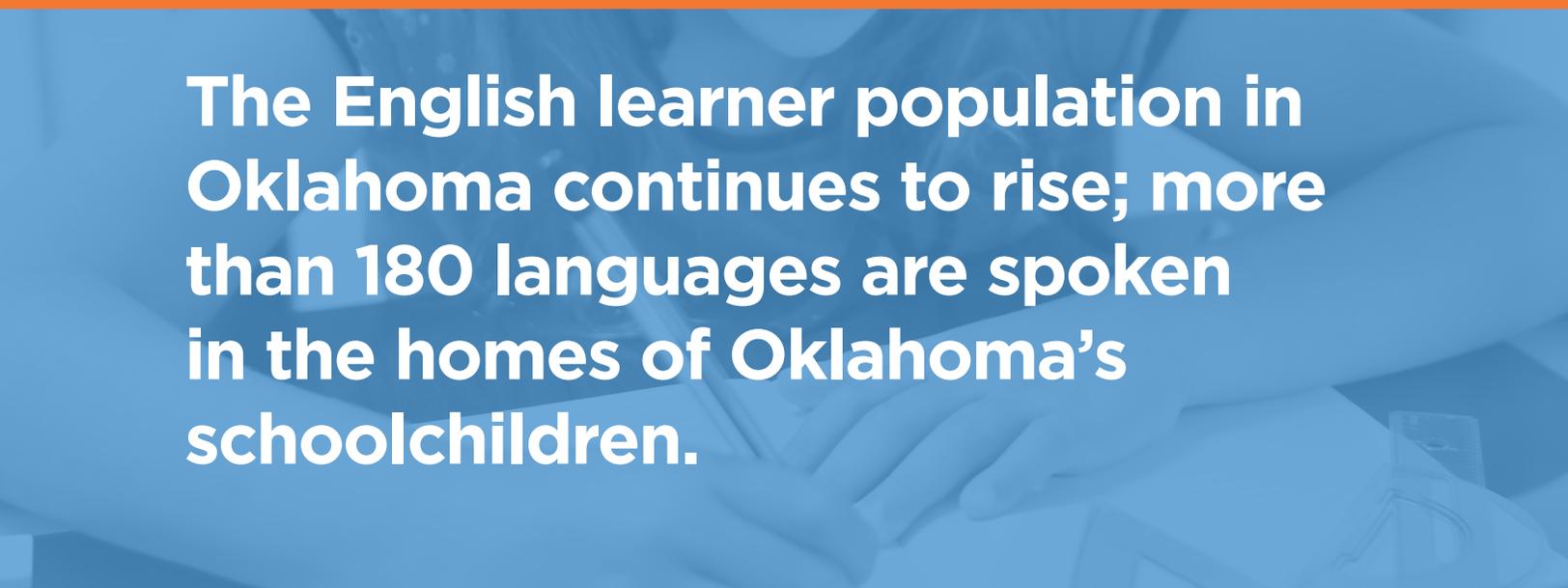
Provide support and professional learning to increase instructional capacity for teachers and leaders.

### **STRATEGY 3.2**

Strengthen and increase family and community engagement to support student learning.

### **STRATEGY 3.3**

Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.



**The English learner population in Oklahoma continues to rise; more than 180 languages are spoken in the homes of Oklahoma's schoolchildren.**

**1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.**

## ENGLISH LEARNER ENTRY PROCEDURES

All students enrolled in a public school in Oklahoma are required to have a home language survey (HLS) completed by the parent or guardian and kept on file by the students' attending district. The HLS poses three questions about a student's specific linguistic history:

1. What is the dominant language most often spoken by the student?
2. What is the language routinely spoken in the home, regardless of the language spoken by the student?
3. What language was first learned by the student?

Students whose HLS responses indicate a language other than English on one or more of the three questions should be placement-tested to determine possible need for EL

services. For clarification, while the HLS can assist in identifying those students who may need EL services, it has no bearing on EL status. In order to receive EL services, a student must qualify by taking a placement assessment. Oklahoma currently uses a suite of assessments offered by WIDA. Regardless of responses on the HLS, however, a district is not precluded from assessing a student for placement who may have language barriers and be in need of linguistic support. In these instances, teacher referral and other indicators may be used to initiate placement testing.

The placement tests used are the WIDA Screener, Pre-K Screening Tool (PKST), Kindergarten WIDA-ACCESS Placement Test (K W-APT) or WIDA MODEL adaptive placement assessment. The placement test used is dependent upon the student's grade level and the current school year semester.

If the student is enrolled at the beginning of the school year, the placement assessment should be given no later than 30 days after enrollment. A student who enrolls at any point after the beginning of the school year should be placement tested within two weeks but not more than 15 days from the date of enrollment. To meet this requirement, the OSDE requires LEAs to sign assurances in the online Grants Management System (GMS).

### Placement testing for Pre-K students:

Qualifying Pre-K students take the PKST, an OSDE-created 10-question oral language screener. Students who score 7 or more out of 10 possible points are not considered English learners for the purpose of Title III federal funding, nor are they eligible for EL services

during Pre-K. Students who score 6 or fewer out of 10 possible points are considered English learners for the purpose of Title III federal funding and are eligible for EL services. However, all Pre-K students must be screened again in their kindergarten year with the Kindergarten W-APT. The PKST serves as a source of early oral language ability monitoring until students are old enough to be placement tested with the Kindergarten W-APT.

**Placement testing for kindergarten students and first-semester first-graders:** Qualifying kindergartners take only the oral portion (speaking and listening) of the Kindergarten W-APT or Kindergarten MODEL, while first-semester first-graders are administered all four domains of the Kindergarten W-APT or Kindergarten MODEL. At this time, the Kindergarten W-APT and Kindergarten MODEL have not been updated to the new scoring standards shared by the WIDA Screener, Kindergarten ACCESS and ACCESS for ELLs 2.0. Subsequently, all scores on the Kindergarten W-APT and Kindergarten MODEL currently qualify kindergartners and first-semester first-graders for services. Kindergartners and first-semester first-graders also qualify as English learners for the purpose of Title III federal funding.

WIDA is developing a Kindergarten Screener, which will share the updated scoring standards and has an estimated release date of fall 2019. At that time, the WIDA Screener's automatic exit composite score of 4.8 or above or an equivalent score will also be applied to the WIDA Screener for kindergartners and first-semester first-graders. Kindergartners or first-semester first-graders with disabilities

that preclude them from taking all domains of the Kindergarten Screener will need to score 4.8 or above on all domains taken or equivalent scores in order to test as non-EL.

**Placement testing for second-semester first-graders through 12th-graders:** Qualifying students in the second semester of first grade through grade 12 take the appropriate grade level cluster of the WIDA Screener. The WIDA Screener, which is replacing the WIDA-ACCESS Placement Test (W-APT), will be implemented statewide for the first time beginning in 2017-18.

In fall 2017, a district stakeholder committee working in conjunction with the OSDE established a new single cut score for the WIDA Screener. This cut score will go into effect in spring 2018. Students scoring a composite score of 4.8 or above will be considered non-EL and will not enter EL services. Students scoring 4.7 or below will be considered English learners and be coded, served and proficiency-tested as such if/until they test as English proficient.

The WIDA Screener is locally scored by LEA personnel. Local scoring serves as a counterbalance to Oklahoma's plan to utilize a committee to determine the ACCESS for ELLs 2.0 exit criteria for English learners who score within the new proficiency band. Having a single cut score on the WIDA Screener creates a more expedient placement-testing process, ensuring that students tested for potential EL status are identified and served in a timely fashion.

**Waiver of EL services:** Even if a student's score on the Kindergarten W-APT or WIDA

Screener qualifies him or her for EL services, the parent or guardian may choose to waive those services. Each LEA must provide a formal waiver of services for parents or guardians who wish to exempt their children and retain copies of signed waivers. Students whose parents or guardians waive services may not:

- Be enrolled in courses designed specifically for English learners;
- Be pulled out for other EL classes, services or tutoring; or
- Otherwise be active participants in an LEA's EL programming.

However, students whose parents or guardians waive EL services are not:

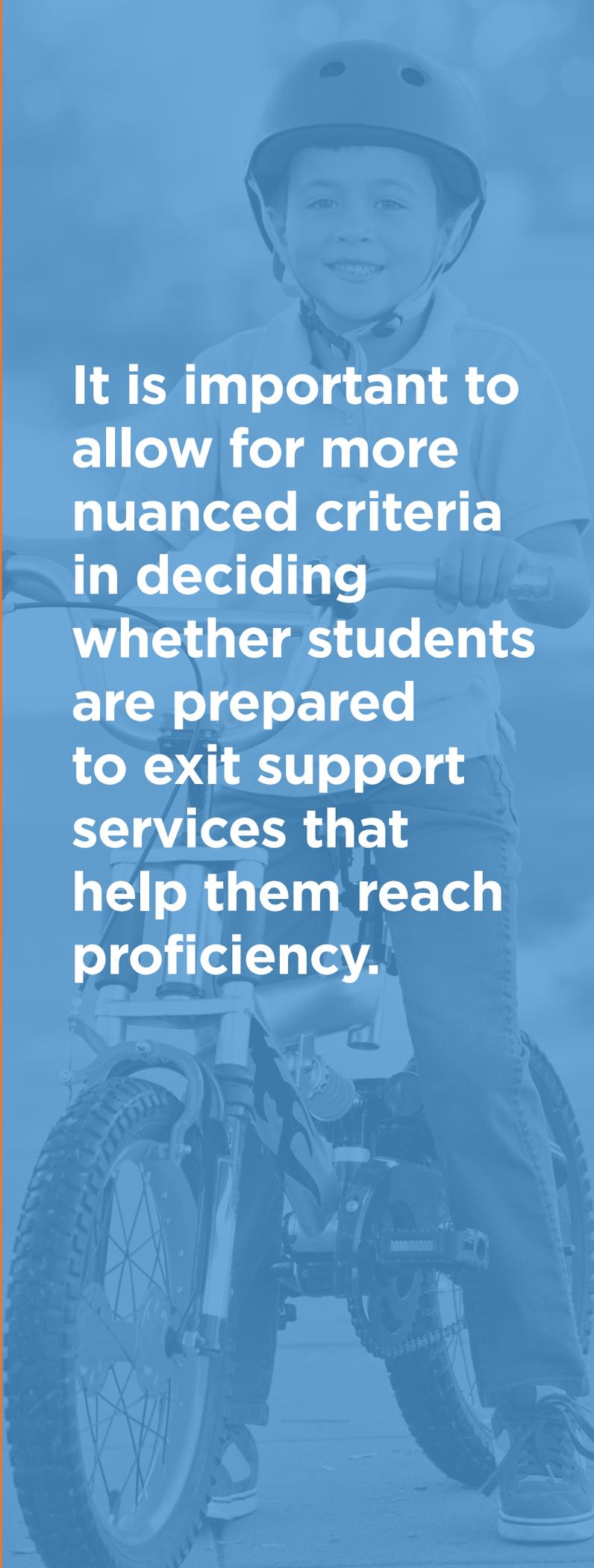
- Exempted from designation as ELs;
- Exempted from state bilingual counts or federal Title III counts; or
- Exempted from annual proficiency testing.

## **ENGLISH LEARNER EXIT PROCEDURES**

In fall 2017, the district stakeholder committee, working in conjunction with the OSDE, also set new exit criteria for Kindergarten ACCESS, ACCESS for ELLs 2.0 and Alternate ACCESS for ELLs. This criteria will go into effect in spring 2018.

### **Exit criteria for Pre-K English learners:**

Pre-K students do not take a spring proficiency assessment and therefore are not eligible to exit EL services.



**It is important to allow for more nuanced criteria in deciding whether students are prepared to exit support services that help them reach proficiency.**

**Exit criteria for kindergarten English**

**learners:** Kindergarten students will exit EL services by testing as proficient in all four language domains on the Kindergarten ACCESS at the end of kindergarten or by testing as proficient on the ACCESS for ELLs 2.0 at the end of first grade. LEAs determine whether kindergartners take all four domains of the Kindergarten ACCESS or only the oral portion. If only the oral portion is taken, kindergartners will not have an opportunity to test as proficient until spring of their first-grade year, at which time they will take all four domains of ACCESS for ELLs 2.0. The exit criteria for Kindergarten ACCESS is the same as that listed for ACCESS for ELLs 2.0.

**Automatic exit for grades K-12:** English learners in grades K-12 with a composite score of 4.8 or above on the Kindergarten ACCESS or ACCESS for ELLs 2.0 will automatically be reclassified as English proficient and exited from EL services.

**Exit criteria for grades 3-12 English**

**learners:** English learners in grades 3-12 whose composite scores are above 4.7 on the ACCESS for ELLs 2.0 will automatically be exited from EL services, while English learners scoring below 4.3 will not be eligible for reclassification and exit. English learners whose composite scores fall into an ELP band of 4.3-4.7 will be potentially eligible for reclassification and exit based on the decision of a district-level academic team using state-level criteria. To be reclassified as English proficient and exit EL services, a student must:

- Meet the criteria set forth by the rubric; and
- Be recommended for reclassification and exit by an EL representative.
- When applicable, the student's IEP team should participate in the district-level academic team decision on whether to retain or exit the student from EL services.

Under Oklahoma's definition of English language proficiency, an English learner who is proficient in English can:

- Meet proficiency on state assessments;
- Successfully achieve in classrooms where the language of instruction is English; and
- Be on track to meet Oklahoma's college- and career-ready standards.

Since these are ambitious criteria, it is important to allow for additional, more nuanced criteria in deciding whether students falling within the English language proficiency bands for these assessments are prepared to exit support services that help them meet these challenging proficiency criteria.

**Alternate ACCESS for ELLs eligibility**

**criteria:** To be eligible for the alternate assessment, students must:

- Have severe cognitive disabilities;

- Take the alternate assessment for their state content-area assessment; and
- Have been identified by their IEP team as meeting the requirements for Alternate ACCESS for ELLs testing set by the WIDA consortium.

**Automatic exit criteria for grades 1-12 (Alternate ACCESS for ELLs):** English learners in grades 1-12 with a composite score of P2 for two consecutive test years will automatically be reclassified as English proficient and exited from EL services.

**Exit criteria for grades 3-12 English learners (Alternate ACCESS for ELLs):** English learners in grades 3-12 scoring below A3 will not be eligible for exiting EL services, while English learners scoring above P1 for two consecutive test years will be exited automatically from EL services. English learners with a composite score within the ELP band of A3-P1 for two consecutive test years will potentially be eligible for reclassification as English proficient and exiting EL services based on the decision of a district-level academic team. To be reclassified and exit services, the team must determine that the student met the criteria set forth by the rubric, and the student must receive a recommendation from an EL representative. The student's IEP team must also recommend reclassification.

**Alternate exit criteria for grades 1-12 (Alternate ACCESS for ELLs):** English learners in grades 1-12 who are eligible for the Alternate ACCESS for ELLs and whose

composite scores do not progress, even incrementally, for three consecutive test years will be eligible to exit if the EL representative and IEP team agree that the student should be reclassified and exited from EL services. This structure is to ensure that English learners with severe cognitive disabilities are not retained in EL services past the point at which it meets their unique needs.

**Consecutive Test Years:** For all of the above scenarios, test scores from consecutive years must be used in the determination to exit a student. Test scores will be considered non-consecutive if testing did not take place due to the following circumstances:

- The student spent extended time away from U.S. schools, which included the testing period;
- The student was absent during the entire testing period, including make-up dates;
- The student was not enrolled in school during the testing period; or
- The student was enrolled in a state that is not a member of the WIDA consortium and as a result did not take Alternate ACCESS for ELLs.

**No Measurable Academic Response criteria:** In addition, Oklahoma will establish criteria to allow students with severe cognitive disabilities who qualify to take the Alternate ACCESS for ELLs to be evaluated by a district-level team, including the IEP team, for potential classification as having No Measurable Academic Response (NMAR).

# Oklahoma's definition of English language proficiency is ambitious, requiring students to be on track to meet Oklahoma's college- and career-ready standards.

The criteria for this classification is as follows:

- The student is unable to demonstrate any observable reaction to a specific stimulus;
- The student exhibits only startle responses;
- The student tracks or fixates on objects at random and not for a purpose;
- The student moves or responds only to internal stimuli; and
- The student vocalizes intermittently regardless of changes in environment.

To classify a student as NMAR, the student's academic team must agree that he or she meets all five of the criteria. The decision to classify a potential English learner as having NMAR must be revisited at the beginning of

each academic year by the student's IEP team.

These criteria will prevent students classified as NMAR from being subjected to environments and testing situations that may cause undue stress. Additionally, districts will not be penalized in the accountability system because NMAR students are failing to progress in reaching English proficiency. Students who qualify for NMAR status should not be coded, counted, served or tested as English learners in any year in which they are deemed to meet NMAR criteria.

**Placement and exit criteria for English learners with disabilities who cannot take all ELPA domains:** In 2017-18, the district stakeholder committee will help determine English language proficiency bands for each individual domain of the WIDA Screener, WIDA MODEL, Kindergarten ACCESS,

ACCESS for ELLs 2.0 and Alternate ACCESS. These English language proficiency domain bands will be used only for English learners with disabilities that preclude them from taking one or more domains of the WIDA Screener, WIDA MODEL, Kindergarten ACCESS, ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs. At this time, WIDA has not established a means of calculating scores for students who cannot take all four domains (speaking, listening, reading and writing) preventing English learners with disabilities from exiting EL services. English learners who potentially could exit services as a result of setting proficiency domain bands include but are not limited to those who are blind, deaf and/or those who communicate using only sign language.

**Automatic exit criteria for English learners who cannot take all domains (WIDA Screener, WIDA MODEL, Kindergarten ACCESS and ACCESS for ELLs 2.0):**

Students who are not able to take all four domains due to a disability will be considered non-EL and will not enter EL services if they score 4.8 or above on all domains taken. Students scoring 4.7 or below on any domain taken will be considered English learners and be coded, served and proficiency-tested as such if/until they test as English proficient.

**Exit criteria for English learners in grades 3-12 who cannot take all domains (ACCESS for ELLs 2.0):** English learners in grades 3-12 scoring above 4.7 on all domains taken on the ACCESS for ELLs 2.0 will automatically be exited from EL services, while English learners scoring below 4.3 on any domain

taken will not be eligible for reclassification and exit. English learners scoring in an ELP band of 4.3-4.7 on all domains taken will be potentially eligible for reclassification and exit based on the decision of a district-level academic team using state-level criteria. To be reclassified as English proficient and exit EL services, a student must:

- Meet the criteria set forth by the rubric; and
- Be recommended for reclassification and exit by an EL representative.

When applicable, the student's IEP team should participate in the district-level academic team decision on whether to retain or exit the student from EL services.

**Automatic exit criteria for English learners in grades 1-12 who cannot take all domains (Alternate ACCESS for ELLs 2.0):** English learners in grades 1-12 scoring P2 on all domains taken for two consecutive test years will automatically be reclassified as English proficient and exited from EL services.

**Exit criteria for English learners in grades 3-12 who cannot take all domains (Alternate ACCESS For ELLs):** English learners in grades 3-12 scoring below A3 on any domain taken will not be eligible for exiting EL services, while English learners scoring above P1 on all domains taken for two consecutive test years will automatically be exited from EL services. English learners scoring within the ELP band of A3-P1 on all domains taken for two consecutive

test years will potentially be eligible for reclassification as English proficient and exiting EL services based on the decision of a district-level academic team. In order to be reclassified and exit services, the team must determine that the student met the criteria set forth by the rubric, and the student must receive a recommendation from an EL representative. The student's IEP team must also recommend reclassification.

**Alternate exit criteria for English learners in grades 1-12 (Alternate ACCESS for ELLs):** English learners in grades 1-12 who are eligible for the Alternate ACCESS for ELLs and whose scores on all domains taken do not progress, even incrementally, for three consecutive test years will be eligible to exit if the EL representative and IEP team agree that the student should be reclassified and exited from EL services. This structure is to ensure that English learners with severe cognitive disabilities are not retained in EL services past the point at which it meets their unique needs.

**Monitored English learners:** All English learners who have tested as proficient on the Kindergarten ACCESS, ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs are exited from active EL services and are no longer eligible to be counted for Title III federal funding. However, these students must be monitored for four years (or until high school graduation, whichever comes first) after testing as proficient. Monitored students qualify to exit their monitored EL designation and all services and accommodations of the EL program at the end of the four years. During that four-year

monitoring period, the OSDE requires LEAs to establish various forms of communication among parents, teachers and students (e.g., written communication, online data systems, conferences, etc.) to ensure that parents are informed about students' academic progress and need for services and interventions.

**State testing accommodations for monitored English learners:** If monitored English learners who have exited EL services score as proficient or advanced on state content-area testing in the same year they test as proficient on the ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs, no accommodations will be provided on state assessments the following year or in subsequent years.

By contrast, if monitored English learners do not score proficient or advanced on state content-area testing but test as proficient on the ACCESS for ELLs 2.0, state testing accommodations will still be made available the following year. Accommodations will be offered again in the second year of monitoring if the student still does not test as proficient or advanced.

If monitored English learners score as proficient in the first monitored year while receiving accommodations on state content-area testing, the decision of whether to extend or discontinue accommodations for an additional year will be made by a district academic team using the state-determined criteria. No monitored student will be eligible for state testing accommodations after the first two years of the monitoring period.

This provisional extension of state EL testing accommodations for the first two years of the four-year monitoring period is based on the accepted language acquisition theory that acquiring English language proficiency takes students an average of four to seven years. While Oklahoma is setting ambitious targets for its English learners with a five-year timeline to proficiency, the provisional extension of state testing accommodations during the first two years of the monitoring period acknowledges that previously classified students may take an additional year or two to solidify their English proficiency skills, particularly as cumulative content-area information and tasks mount.

**Reclassification of monitored English learners:** In the event that a monitored student does not score proficient on state content-area testing during the first two years of the four-year monitoring periods, he or she may become eligible for reclassification as an English learner. This potential reclassification will be determined based upon three criteria:

- Failure to achieve proficiency on state content-area testing for two consecutive years following the student testing as proficient on the Kindergarten ACCESS, ACCESS For ELLs 2.0 or Alternate ACCESS for ELLs and exiting from EL services;
- District academic team evaluation of additional academic criteria – to be determined in 2017-18 by the OSDE working in conjunction with the district stakeholder committee – and, if the decision is made to retest; and

- Testing as needing EL services when a WIDA placement test is administered.

**Transfer of EL records:** When an English learner or monitored English learner transfers districts, LEAs must ensure that the following documents are included in the transfer of student records:

- Home language survey;
- English Language Academic Plan (ELAP), if a current EL student; and
- Monitoring documents, if applicable.

**District stakeholder team input:** The OSDE is in frequent collaboration with two statewide Title III, Part A consortia. These groups are comprised of LEAs representing the geographic and cultural diversity of Oklahoma. The Central Oklahoma Title III consortium meets monthly during the school year to discuss issues in EL education, while the Northeast Oklahoma Title III consortium meets three to four times annually.

Both consortia are valuable collaboratives focused on fostering state and local resources and partnerships. Along with other district EL stakeholders, members of both consortia will be included on task forces in 2017-18 as the OSDE determines EL services. Discussion regarding placement and exit procedures for English learners is ongoing and a standing topic within the consortia.

# 2

## **2. SEA Support for English learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:**

### **i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and**

Oklahoma’s ambitious long-term goal for the English learner graduation rate is 90% by 2025. This goal requires a growth rate of 3.6% annually, higher than that of any other student group.

Tools and forms to provide information and guide EL processes and procedures will be developed or updated as needed and shared with districts. The OSDE will also offer professional development designed to aid districts in the following:

- Transitioning to new state content-area testing;
- Understanding state testing accommodations for English learners;
- Transitioning from the W-APT to the WIDA Screener;
- Understanding the updated scoring standards for ACCESS for ELLs 2.0;

- Using appropriate programming, instructional strategies and academic supports to prepare English learners for state content-area testing and ELPA testing; and
- Understanding changes to policies and guidance under ESSA regarding EL accountability, state content-area testing and ELPA testing, once established.

The OSDE is continually working to streamline the processes related to both the administrative and instructional needs of English learners. When fully implemented, the following strategies will better support the work of local administrators and educators to ensure English learners receive the educational supports necessary for EL progress toward growth on both interim and long-term state goals.

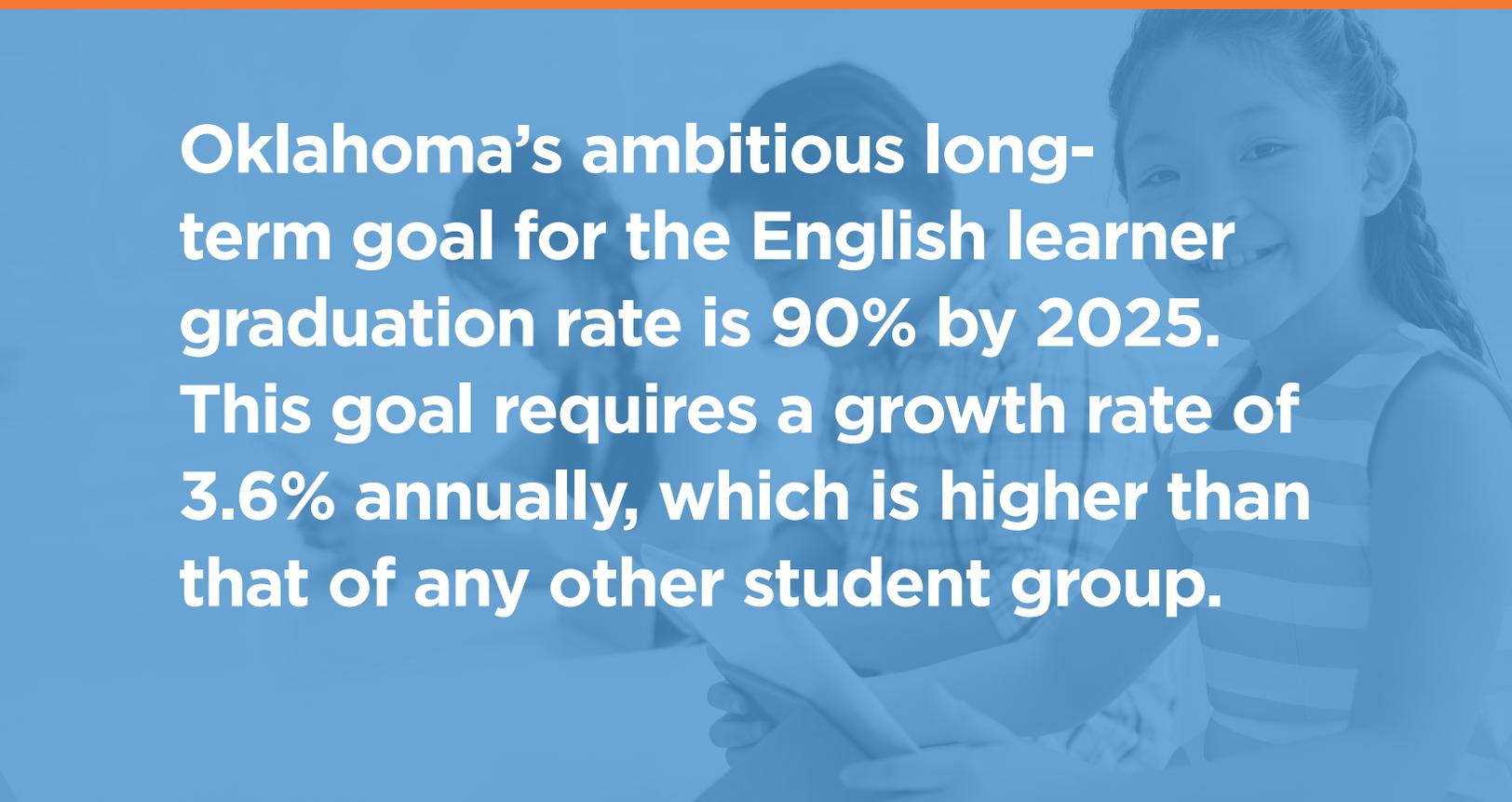
1. The OSDE assists LEAs in developing and implementing district-level Language Instruction Education Programs (LIEPs). Any district that has enrolled students who qualify as English learners must complete and submit an LIEP. LIEPs outline the specific programming provided by LEAs to help English learners overcome language barriers and succeed academically.
2. The OSDE assists LEAs in identification, placement and development of student English Language Academic Plans (ELAPs). Proper identification and placement of English learners based on their English language proficiency level helps students work diligently toward meeting the challenging state academic

standards, thereby advancing toward the long-term goal. The OSDE hosts a series of webinars to address the basic requirements and responsibilities of new EL testing coordinators and program directors; the administrative components of EL education, including the English learner identification processes packet, proper student information coding of English learners in local student information systems and the development of student ELAPs.

3. The OSDE, in conjunction with the state English language proficiency assessment (ELPA) provider, WIDA, offers training opportunities for successful implementation of the state ELP assessment, which will lead to proper student placement. Within the scope of the contract, the state receives the option of selecting various professional development opportunities reflecting both assessment administration and instructional aspects of EL education. The state works to allocate available professional development to address

both of these areas. The state partners with WIDA for professional development focusing specifically on successful implementation of the EL placement and proficiency assessments due to the relative complexity of the ELPA process and the ongoing need for training among less-experienced staff working with EL assessment at the local level. Professional development is also provided for supports for greater efficacy in EL instruction. The OSDE approves training after collaboration with the state consortium of EL directors in order to identify how those areas of greatest need can best be addressed.

4. The OSDE intends to enhance capacity to provide EL instructional support to teachers, offering specific content-area instructional resources. To better address the academic needs of English learners in Oklahoma, and to help them work toward meeting the state's long-term and interim goals, tailored training will be provided to the individual needs of an LEA by:



**Oklahoma's ambitious long-term goal for the English learner graduation rate is 90% by 2025. This goal requires a growth rate of 3.6% annually, which is higher than that of any other student group.**

- Directly assisting classroom teachers in adopting best practices to provide meaningful content-area instruction to English learners;
- Recognizing the 3.6% growth rate required to meet the state’s long-term goal for graduation by resourcing well-equipped EL instructors who understand the state’s rigorous academic standards and the accompanying assessments as well as the ability to connect English learners to career pathways that are meaningful to both students and the community; and
- Sharing strategies on challenging linguistic and cognitive development of English learners to help them reach their full academic potential.

### **iii. The challenging State academic standards.**

The OSDE’s priority is to ensure that English learners and immigrant students are provided effective and equitable instructional programs designed to assist them in meeting challenging state academic standards. In assisting LEAs to meet these standards, Oklahoma expects to see significant progress toward its long-term goals for EL academic achievement and graduation rate.

In response to LEA requests for additional learning opportunities regarding their English learner and immigrant populations, the OSDE office of federal programs hosts an annual state EL academy at the

beginning of each school year to educate and inform LEA staff about best practices in serving these students. The ultimate goals are to create greater understanding of what constitutes an EL and immigrant program at the LEA level and to foster greater communication and collaboration between the OSDE and the LEAs and among LEAs themselves.

The focus of the EL academy will be on providing:

- Instructional strategies for all teachers – regardless of grade level or content area – on working with English learners to improve their language acquisition and academic achievement, particularly addressing the ambitious graduation rate goal of 90% by 2025;
- Strategies for all school leaders (including counselors, principals and superintendents) on meeting the academic, social and emotional needs of English learners;
- Strategies for parent and family engagement that will help English learners to not only reach fluency in English but to also increase student retention and graduation; and
- Increased teacher awareness of the cultural and linguistic wealth English learners bring into the classroom.

The EL academy will also address guidance regarding the expenditure of Title III, Part A funds, meeting federal requirements and accessing funds through the state GMS.

## Figure 17: Eight Modules of CARTT for English Learners

### Title III, Part A Federal Law and Guidance

#### Civil Rights Obligations

#### Oklahoma EL Data

#### WIDA English Language Development (ELD) Standards

#### Assessment and Accountability Requirements

#### Promising Practices for Language Instruction Educational Programs

#### Parental Engagement and Community Outreach

#### Resources: Literature Reviews, Sample Forms, Tools and Useful Links

The OSDE will also create a series of webinars that addresses issues regarding state English learners and immigrant students. To reach LEA staff unable to attend the EL academy, the office of federal programs will create informational webinars outlining the major components of EL and immigrant education. Initially, the webinar series will address and discuss the 2017-18 Home Language Survey. Subsequent webinars will include but not be limited to the Bilingual Count Verification and English Learner Identification Processes packet, proper student information coding of English learners, and a discussion of the responsibilities of new EL testing coordinators and program directors.

In addition, the office of federal programs will release an annual survey in which LEAs can suggest additional webinar topics. As with the state EL academy meeting, the goal is to better support successful EL and immigrant services at the LEA level by providing guidance on how those local

programs should appear and by addressing deficiencies in knowledge as they are identified.

The OSDE also provides administrative support that indirectly impacts EL performance on challenging state academic standards. Administrative support comes primarily through events such as the EngageOK summer conference and the Joint Federal Programs Summit. These annual events provide the opportunity to train administrative staff regarding updates to federal policy related to EL instruction and operation of state-level systems and to gather feedback to address specific, district-level concerns. These events also allow district and site-level staff to interact directly with state program-area experts, clarifying the expectations and requirements of federal law and the mechanisms in place at the state level that allow the expenditure of supplemental Title III, Part A federal funds.

In addition to the professional development opportunities described above, the OSDE maintains a robust online portal of resources for state educators unable to take advantage of face-to-face training sessions. Both the Comprehensive Academic Resource and Training Toolkit (CARTT), shown in Figure 17 and the Title III, Part A section of the OSDE website contain resources for educators to use to inform and supplement EL instruction, procedures and guidance.

The OSDE has community partners, such as the Oklahoma Foundation for Excellence, to extend support to English learners by equipping EL teachers with the necessary knowledge and skills to effectively instruct English learners. This foundation has provided professional development support to teachers and is considering additional creative means for high-quality professional learning, including a focus on graduation rates.

In addition, in 2015 the OSDE served as the SEA partner to the University of Central Oklahoma (UCO) in applying for a national professional development grant through the U.S. Department of Education's Office of English Language Acquisition. The following year, UCO was awarded a five-year, \$2.5 million grant. That grant provides funding for Project ENGAGE (Equipping a New Generation for Academic Growth and Excellence) and will support professional development for Oklahoma City-area educators of English learners, with an objective to increase the number and quality of teachers who serve

English learners. Project ENGAGE aims to improve instructional services for English learners – particularly for those in low-income, high-poverty schools – and to provide professional learning for teachers working in dual language programs. Project administrators estimate that approximately 4,500 pre-service and 10,746 in-service teachers will take part.

### **3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:**

#### **i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and**

Oklahoma monitors all LEAs in the state, including Title III, Part A subgrantees, in their ability to transition English learners toward English language proficiency through student scores on both the Oklahoma School Testing Program (OSTP) state content assessments and the state ELPA. These scores are then factored into the state accountability system to identify those schools in need of additional assistance. LEAs are required to provide EL services to those students who qualify. These students, while classified as English learners, still participate in OSTP as non-EL students, although English learner scores are not counted for site accountability for the first two years of enrollment in the United States.

**ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.**

The OSDE provides further assistance to LEAs serving English learners, including Title III, Part A subgrantees when current strategies are determined to be insufficient based on state assessment data.

Schools identified for targeted support and improvement (TSI) will receive supplemental funding and will be required to complete a Nine Essential Elements Needs Assessment as part of developing a TSI plan. This plan will require sites to identify evidence-based strategies and interventions focused on the needs of the lowest-performing English learners. TSI schools will be provided technical assistance and support by the OSDE office of school support throughout the designation cycle with an increase in support for sites that do not meet exit criteria after the first year. Sites with a TSI designation that do not meet exit criteria over a three-year period will receive a comprehensive support and improvement (CSI) designation.

Schools identified for CSI are those whose English learners' performance levels are in the bottom 5% in the state in ELA and/or math based on the OSTP and who do not demonstrate a statistically significant positive growth trajectory in either or both of these subject areas (depending

upon which subject-area metric initially determined their designation) over a three-year period. If EL performance is identified as a factor in CSI designation, a percentage of the first-year supplemental assistance money received by the site should be used to implement an intervention targeted at EL growth as part of a consistent schoolwide plan of improvement required to be completed for every year the school maintains the designation. Schools receiving a CSI designation are provided specific growth targets calculated by the state that reflect those student groups in need of intervention. These schools continue to receive the individualized evidence-based intensive supports and interventions until their growth targets are met and they are no longer classified as CSI schools. 

## Stakeholder Recommendations

## OSDE Implementation

When asked how the OSDE can help teachers and leaders serve English learners, respondents emphasized the need for direct services to students and families through engagement.



The OSDE will champion wrap-around services and purposeful two-way communication to best equip English learners for success in school and beyond.

When asked how the OSDE could improve equity for English learners, stakeholders indicated that ELPA exit criteria be set for both English learners with severe cognitive disabilities who take the Alternate ACCESS for ELLs and for English learners with disabilities that preclude them from taking all four domains of the ACCESS for ELLs 2.0. Often English learners with disabilities are retained in EL programs indefinitely due to a lack of exit guidance. Additionally, stakeholders expressed that they believe the assessment of some students with the most severe cognitive disabilities was inappropriate because it was not producing any measurable academic response.



The OSDE will work with stakeholders to set English language proficiency bands for both groups of English learners with disabilities, ensuring that the exit criteria are rigorous but equitable. The OSDE will adopt guidelines to allow districts to evaluate English learners with severe cognitive disabilities for No Measurable Academic Response (NMAR) status on a yearly basis. Students with NMAR status will be exempted from Alternate ACCESS testing for a given year if they are found to be unable to respond meaningfully in any language. Finally, the OSDE will adopt exit criteria and guidelines for English learners who take the Alternate ACCESS for ELLs, have not increased their proficiency level for three consecutive years and have IEP and EL teams who feel they have reached their language achievement threshold.

When asked about equity concerns related to English learner placement testing, respondents suggested that students who indicate that they speak a language other than English “less often” on the HLS and have proficient or advanced state content-area test scores or NRT Reading scores above the 35th percentile no longer be exempt from placement testing. Respondents felt that content-area test scores were not a reliable indicator and that students influenced by another language may not necessarily need language services.



The OSDE will implement new guidelines directing that all students whose HLS indicates a language other than English on any one of the three primary HLS questions should be placement-tested for EL services. The OSDE will create and distribute additional guidance to support districts in interpreting HLS and making decisions regarding EL placement testing and services.

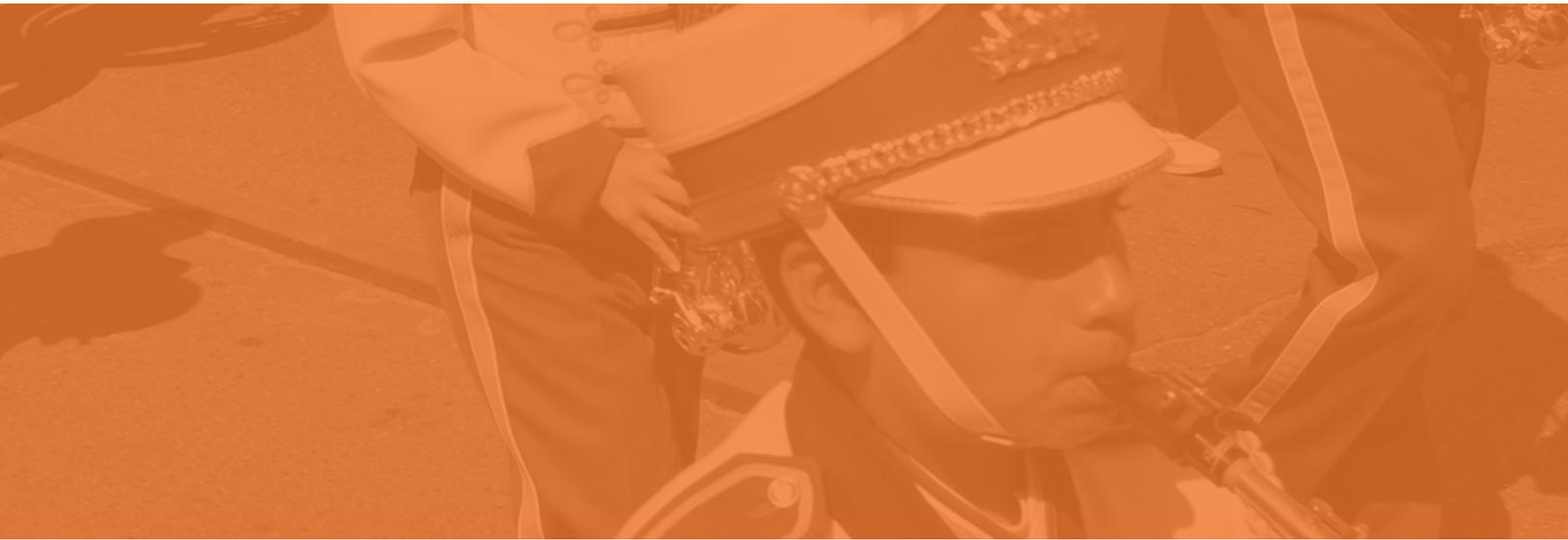




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**Title IV, Part A:  
Student Support and  
Academic Enrichment  
Grants**





## **F. Title IV, Part A: Student Support and Academic Enrichment Grants**

The OSDE recognizes that a holistic approach to the Student Support and Academic Enrichment (SSAE) grants is necessary to effectively improve students' academic achievement by improving the capacity of LEAs, schools 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 in order to improve the academic achievement and digital literacy of all students.

The funds available under this title are well aligned to the following components of the OSDE 8-Year Strategic Plan:

### **STRATEGY 1.1**

Focus on early childhood education.

### **STRATEGY 1.3**

Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.

### **STRATEGY 1.5**

Reduce barriers to equity and close the opportunity and achievement gap for all students.

### **STRATEGY 1.6**

Enable Oklahoma's students to benefit fully from digital-age teaching and learning.

### **STRATEGY 2.3**

Provide district and school leaders with the training and support needed to improve instruction in their schools.

### **STRATEGY 3.2**

Strengthen and increase family and community engagement to support student learning.

### **STRATEGY 3.3**

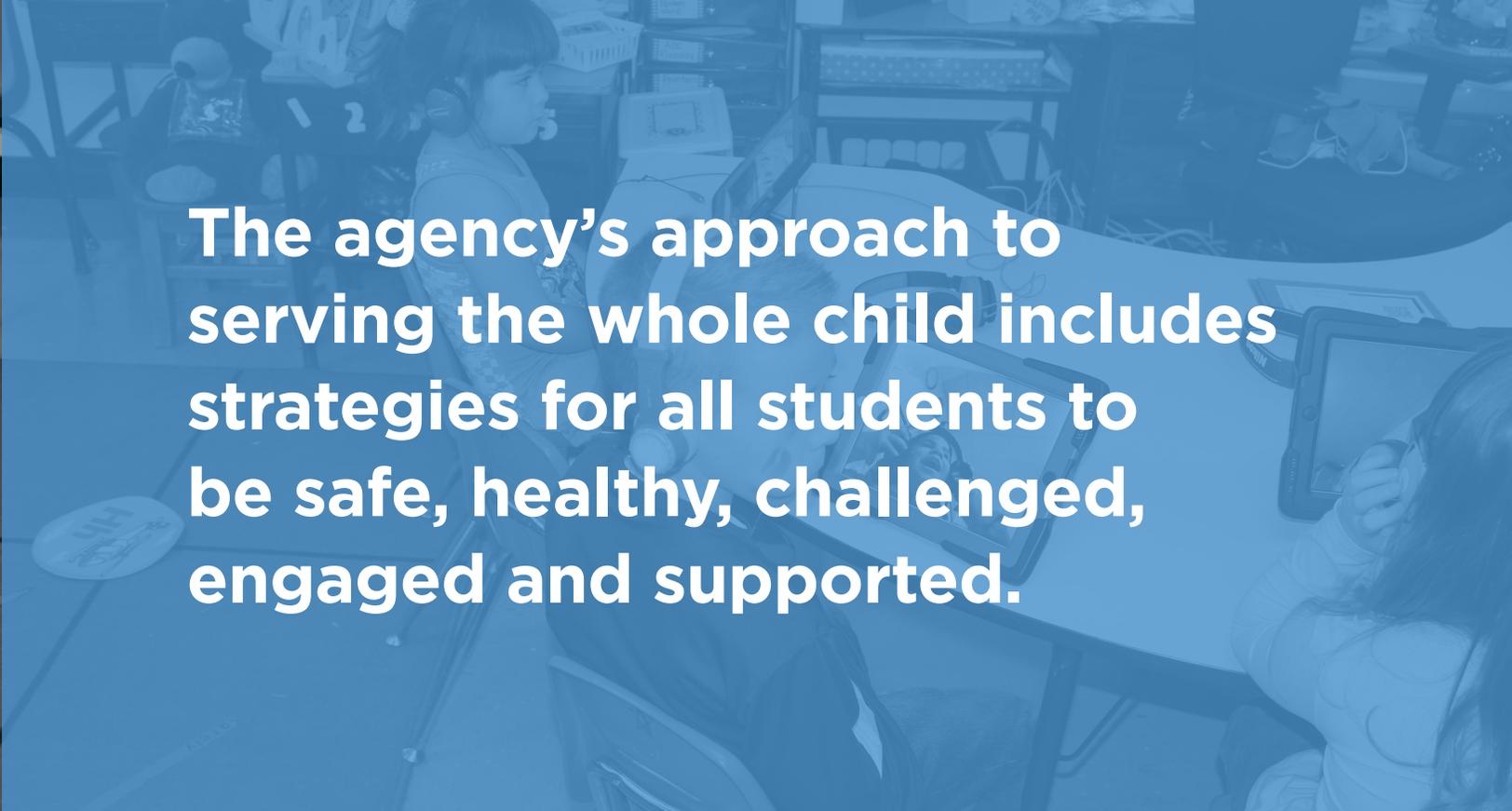
Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

### **STRATEGY 4.2**

Leverage technology systems and governance collaboration to improve access to data while protecting student information, allowing the OSDE and districts to make data-informed decisions.

To leverage these title funds to enhance the current work in Oklahoma, state activities must be designed to build a shared understanding of the complex system that helps to serve the whole child. Monitoring, technical assistance and training must be built in a manner that creates support structures to:

- Improve capacity;
- Identify and eliminate barriers to the coordination and integration of programs; and



# The agency's approach to serving the whole child includes strategies for all students to be safe, healthy, challenged, engaged and supported.

- Increase the cooperation of funding streams and resources across agencies, schools and community-based services and programs.

As the OSDE is committed to the pursuit of leveraging out-of-school time, utilizing the collective power of stakeholders will be critical to ensure success in meeting students' academic, social and emotional needs. The OSDE believes that the Whole Child Tenets provide a meaningful perspective that helps to orient the work of the agency and the funds received under this title.<sup>58</sup> The agency's approach to serving the whole child is based on the Association of Supervision and Curriculum Development and Centers for Disease Control's Whole Child, Whole School, Whole Community model that includes the following strategies for all students to be safe, healthy, challenged, engaged and supported:

- Each student enters school healthy and learns about and practices a healthy lifestyle;
- Each student learns in an environment that is physically and emotionally safe for students and adults;
- Each student is actively engaged in learning and connected to the school and broader community;
- Each student has access to personalized learning and is supported by qualified, caring adults; and
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

<sup>58</sup> "Whole Child Tenets," Association of Supervision and Curriculum Development, [www.ascd.org/whole-child.aspx](http://www.ascd.org/whole-child.aspx).

## 1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Building strategies to serve the whole child provides the right opportunity to coordinate federal funds with state and local dollars at the agency and LEA level. To address varying needs of all students, funds across the titles of ESEA can be braided with funding streams from other agencies for a more comprehensive approach. One element not subject to braiding is Title VI: Indian Education Formula Grant Funding, which is considered isolated funding targeting cultural and academic support for Native students.

Braiding is a funding and resource allocation strategy that taps into existing categorical funding to support unified initiatives in a manner as flexible and integrated as possible. Unlike blended funding, braided funding streams remain visible and are used in common to produce greater strength, efficiency and/or effectiveness. This approach allows closer tracking of resources for accountability to state and federal administrators, which in turn contributes to the initiatives' long-term sustainability.

The OSDE envisions partnering with all programs in relationship with the ESSA to foster collaboration and coordination – including within the OSDE and outside agencies – to braid funding to educate the whole child. The agency has created a

committee with representatives from the Oklahoma Department of Rehabilitation Services, Oklahoma State Department of Health, Oklahoma Department of Human Services, Oklahoma Department of Mental Health and Substance Abuse Services, Oklahoma Department of Career and Technology Education and the Oklahoma Office of Workforce Development to identify possible funding streams for collaboration that guide students to become productive within the Oklahoma workforce.

Research has consistently demonstrated the value of spending time in enrichment activities and courses for developing critical thinking, problem-solving, teamwork, creativity and communication skills. In the arts, for example, research has shown that integration of arts programming can increase academic achievement and narrow or eliminate the achievement gap among students.<sup>59</sup> Increasingly, these skills are developed during time away from school, emphasizing the importance of the OSDE initiative of leveraging out-of-school time and the collective power of stakeholders.

Additionally, the OSDE is actively seeking funds to implement an Oklahoma Young Scholars program, capturing research and best practices for identifying and nurturing gifted potential in all populations through a focus on talent development. This effort stems from a need to better identify gifted and talented students in underrepresented populations in Oklahoma such as Native American, Hispanic and African American. A key goal within this program is

59 Willona M. Sloan, "Making Content Connections Through Arts Integration," *Education Update/ASCD* Vol. 51, No. 3 (2009).

nurturing gifted potential so that students are prepared to engage in challenging subject matter and rigorous courses in elementary, middle, high school and beyond. An additional goal includes quality gifted education professional development for Oklahoma teachers.

The OSDE plans to take advantage of the opportunity to transfer its Title IV set-aside funds (4%) to Title II, Part A to support efforts to remedy the state's ongoing and historic teacher shortage. However, the state will also pursue efforts in Title IV, Part A key areas that have little to no cost to the state.

For example, Oklahoma will develop a process for defining, identifying and supporting Programs of Distinction. These structures will be designed with the intent to encourage LEAs to focus on well-rounded educational efforts for students instead of a continuing exclusive focus on English language arts, mathematics and science driven by state testing and accountability.

The OSDE – in cooperation with LEAs and relevant agencies and organizations – will develop Program of Distinction rubrics that meaningfully incorporate activities supporting well-rounded educational opportunities. Borrowing an example from similar programs in other states – such as the PEP Award for world language programs in Pennsylvania<sup>60</sup> – these rubrics will include a set of indicators providing LEAs the ability to submit evidence that, in turn, allows for statewide public recognition through the state accountability reporting dashboard.

The state plans to begin with rubrics for the following areas: world languages, social studies/civics, the fine arts, physical education/health, digital-age technology, advanced coursework and Science Technology Engineering Mathematics and Computer Science (STEM+C). Potential model rubrics are reflected in Appendices 21 and 22.

All LEAs will have the opportunity to submit evidence to the OSDE every three years to demonstrate their level of distinction: bronze, silver or gold. Allowing LEAs the opportunity to submit evidence on their locally developed programs also strengthens school choice by providing Oklahoma families with additional and important information as they make decisions about the education best for their child.

Under its well-rounded activities, the state is also piloting the creation of Networked Improvement Communities (NICs) to help create more targeted support to districts that pursue improvements in common indicators. The OSDE will bring together relevant agencies, organizations and expertise to help LEAs and consortia consider how to reduce duplications of effort while leveraging wise and promising practices. These working groups will produce research practice partnership briefs to help communicate innovative approaches in their respective areas.

The OSDE will regularly gather participating LEAs and consortia (both virtually and in person) to share practice-based evidence that shows promise statewide to positively impact the identified indicators.

60 "2017 PEP Rubric," Pennsylvania State Modern Language Association (PSMLA), <http://www.psmla.net/pep-awards>.

**Research has shown that integration of arts programming can increase academic achievement and narrow or eliminate the achievement gap among students.**

Oklahoma's commitment to enrichment of the whole child encompasses an array of other approaches. The OSDE has partnered with the Oklahoma School Security Institute and the Department of Mental Health and Substance Abuse to offer Crisis Team Trainings to schools across Oklahoma. In 2016-17, the partnership offered 11 day-long training sessions in five regions of Oklahoma. As a result, nearly 1,000 administrators, counselors, school resource officers, nurses, teachers and other staff members received training that enables schools to have a safer response to various emergency crises. These same entities are committed to offering the training again in the 2017-18 school year.

After the OSDE held a Student Advisory Council meeting on bullying in January 2017, it was clear that participating students, staff and parents believed students could make a meaningful difference through a movement of kindness across Oklahoma to improve school climate, strengthen mental health and reduce bullying. The Oklahoma Kindness Project was born as a result. Through the project, schools will be encouraged to participate in a variety of initiatives incorporating different academic curricula. For example, students could participate in kindness-related art projects or study the kind acts of others that changed the world (e.g., the civil rights movement) as a social studies element.

Another statewide initiative that the OSDE offers is training to identify and meet the needs of at-risk students, students with

mental illness or those who have experienced trauma. These trainings are offered through in-person and webinar formats for all educators, who also have the option of requesting training at their school sites. These trainings are a prime example of educating the whole child by addressing challenges that could prevent learning in the classroom.

Finally, the OSDE will provide guidance and collaborative opportunities to promote the effective use of technology that increases the likelihood of preparing all Oklahoma students for the future workforce. Specifically, the agency will support districts in vetting digital resources and aligning their curriculum to close equity gaps. In efforts to build capacity both in computer science and open instructional materials, the OSDE encourages schools and districts creating and curating instructional materials to make use of the exciting #GoOpen campaign, of which Oklahoma is a partner state.

## **2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).**

For Fiscal Year 2018, Oklahoma will take advantage of the opportunity to administer SSAE grants through a competitive grant process. Due to the small portion of funds available, the OSDE believes funds can be more effectively used through targeted allocations of significant amounts. The OSDE will award 50% of its competitive grants to

LEAs for programs providing access and opportunities for a well-rounded education for all students. Of the remaining half, 30% will be dedicated to create healthy and safe school environments for student learning, while 20% will be for access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. (Of the grants awarded for the use of technology, there will be a limitation that no more than 25% of funds may be used for purchasing technology infrastructure, including devices, equipment and software applications.)

Because Oklahoma will award Title IV, Part A funds on a competitive basis, LEAs that receive these funds in FY18 will not be allowed to transfer funds out of Title IV, Part A nor transfer funds from Title II, Part A into Title IV, Part A. These transferability restrictions are also applicable to those LEAs that are not the recipients of the Title IV, Part A competitive grant in FY18. The OSDE will award LEAs these competitive grants in amounts not less than \$10,000.

FY18 grants for well-rounded education will be targeted to LEA applications that describe how they will start new, or improve upon, Programs of Distinction based upon the rubrics created by the OSDE. The agency will encourage LEAs to make application aligning with well-rounded efforts in world languages, social studies/civics, the fine arts, physical education/health, advanced coursework, digital-age technology or STEM+C. In an effort to better engage students in Oklahoma's rich cultural history, LEAs are encouraged to consider culturally

relevant curriculum and teacher training as part of their well-rounded educational offerings, including but not limited to Native American history and language development. Preference will be given to LEAs whose applications highlight culturally relevant practices as part of advancing Programs of Distinction.

FY18 grants for improving school conditions will be targeted to LEA applications that implement school-based counseling services that meet the identified social and emotional needs of their student populations. LEAs would base their approach on data-informed contexts that may target bullying prevention or childhood obesity risks, for example. All applications would be required to integrate systems of family support as a critical influencer of program success.

Additionally, LEAs could make application for district and school awareness efforts related to Title IX's sex and gender discrimination protection and compliance. The OSDE is prepared to assist LEAs with selection of district Title IX coordinators, reporting processes, communication to all individuals in the education community and design and implementation of climate surveys.

Through the Oklahoma Connect & Learn Initiative, the OSDE works with EducationSuperHighway and other organizations to ensure that all Oklahoma districts have sufficient broadband Internet connections to all their schools. Funded through the federal E-Rate program, the initiative helps ensure the broadband and

wireless infrastructure necessary to provide all teachers and students access to digital-age teaching and learning.

That said, Oklahoma will award FY18 competitive grants to LEAs to encourage the effective use of technology in the following ways:

- Provide high-quality professional development for educators on methods of using technology to personalize learning for all students;
- Promote evidence-based practices in the effective use of technology to improve the academic achievement and digital literacy of all students; and
- Encourage the use of Open Educational Resources (OER) by teachers to enhance teaching practices and to engage students with more flexible and modern learning resources.

A possible grant application could also target blended learning by piloting hybrid programs that combine face-to-face instruction with online digital media learning – utilization of a robust student engagement component being critical to program success.

In anticipation that additional funds might be available in Title IV, Part A in coming years, the OSDE is likely to administer the SSAE grants to districts in the state as a formula grant, and all districts will be incorporated in the formula calculations. The formula will be applied in the same proportion as the districts' preceding

## CHOICE, CHARTERS AND A WELL-ROUNDED EDUCATION

Oklahoma's school accountability system will include development of a public-facing dashboard that, in part, indicates the extent to which LEAs are providing students with a well-rounded education. The dashboard is intended to help families and communities recognize the high quality of a school's well-rounded education or identify areas that lack sufficient support. Further, the well-rounded education information on the dashboard will augment transparency and showcase school strengths. The OSDE wants families and local school boards to have high-quality information about schools so they can make the best educational decisions for their children.

On the continuum of school choice, the Oklahoma Charter Schools Act enables any traditional public school to convert all or part of an existing school such that it has access to the flexibilities afforded a public charter school. With this opportunity, conversion schools may drive innovation and the replication for which charter schools were originally created.

As an additional means to student access to a well-rounded education, the OSDE will work with LEAs interested in piloting micro-charters, a form of conversion school. For situations where students might not otherwise have access to advanced coursework or credit recovery programs, a teacher, student and micro-charter could be available for a single classroom. The OSDE encourages this locally driven choice, whether through online courses, personalized learning, the provision of professional development to teachers and/or reimbursement of course fees to students who might not otherwise have access.

If charters are to be a part of providing access for families to diverse and well-rounded educational programs, the state must partner with and support authorizers' capacity. The OSDE believes it is important to demand elevated accountability for public charters and their authorizers. As a result, in 2016 the OSBE adopted the National Alliance for Charter School Authorizers' tenets for principles and standards in quality authorizing.

With this action, Oklahoma affirms its commitment to demanding high standards for public charter schools while protecting the interests of students and families. The standards and principles require authorizers to engage in chartering as a means to foster high-quality public schools that meet identified needs, prioritize a commitment to excellence in education and commit resources to protect student rights; inform intervention, revocation and renewal decisions; and provide annual public reports on school performance.

With the principles and standards in place, the OSDE has begun providing technical support and assistance to existing charter authorizers. The OSDE has created a charter school application review policy and rubric, as well as an inventory of pre-opening requirements (Appendix 23) to help ensure that the startup public charter is high quality from the application design to the provision of instructional services. Adhering to its mission and commitment to all students being provided with a well-rounded education, the OSDE envisions expanding these partnerships by braiding support services from experienced authorizers and high-quality existing public charters with new and inexperienced authorizers and startup public charter schools.

fiscal year's Title I, Part A allocations. If the SEA does not have sufficient funds to make allocations to any LEAs in an amount equal to the minimum of \$10,000, then it must ratably reduce the LEA allocations as required by section 4105(b) of the ESEA. All district allocations will be reduced proportionately to funds that are available. Ratable reduction ensures that all districts will receive allocations of some amount.

The SSAE grant funds can be used in conjunction with other titles within the ESSA to support interventions, activities or services. It is important to note that SSAE funds may be used only to supplement, not supplant, non-federal funds.

Districts that receive an allocation of \$30,000 or more must complete a needs assessment once every three years to analyze:

- Access to, and opportunities for, a well-rounded education for all students;
- School conditions for student learning to create a healthy and safe school environment; and
- Access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

Once needs have been identified, districts

- in partnership with stakeholders
- will select relevant evidence-based activities likely to work in the local

context. The OSDE will provide a model needs assessment to districts and, when appropriate, offer assistance in completing it. The agency will also maintain a list of evidence-based resources on its website and create a list of evidence-based practices within Oklahoma districts.

Under a scenario in which Title IV, Part A grants are administered as formula grants, the state will give guidance to LEAs that receive an allocation of \$30,000 or more on acceptable expenditures in the required three areas:

- No less than 20% of funds must be spent on activities to support “well-rounded” education. Based on the areas first identified under the ESSA’s references to well-rounded educational opportunities and input from various stakeholder groups, the state has identified the following seven areas of curriculum as the focus:
  - Improving access to world languages and the fine arts;
  - Strengthening instruction in social studies/civics;
  - Implementing programs that support a healthy, active lifestyle (e.g., physical education/health);
  - Supporting effective use of technology in teaching and learning (e.g., digital literacy);

- Promoting access to accelerated learning opportunities such as Advanced Placement (AP); and
- Providing programming to improve instruction and student engagement in Science, Technology, Engineering and Mathematics and Computer Science (STEM+C).
- No less than 20% of funds must be spent on activities to support “safe and healthy” students. This support could include programs and activities such as social and emotional learning, comprehensive mental health awareness training, school-based counseling, violence prevention, bullying prevention, physical education and integrated systems of student and family support.
- A portion of funds should support effective use of technology. This could include increased personalized learning experiences, building technological capacity and infrastructure, carrying out blended learning projects and professional development in using data and technology to improve instruction. There will be a limitation that no more than 15% of funds may be used for purchasing technology infrastructure, including devices, equipment and software applications. 

## Stakeholder Recommendations

When asked what the OSDE, school districts, tribes and community-based organizations can do to support a learning environment to better prepare diverse learners (i.e., English learners, children with disabilities, migratory children, American Indian and homeless children) for college and careers, the following themes emerged:

- Funding
- Professional development
- Whole student emphasis
- Academic rigor
- College- and career-ready focus
- Family and community engagement



## OSDE Implementation

The OSDE recognizes that the successful support of all students is contingent upon whole student emphasis that includes social services, life-skills access and social and emotional support, including safe environments. Oklahoma makes a commitment to academic rigor that is defined by intense student engagement and technology-infused facilitation. One-on-one instruction will be effectively utilized when appropriate for success of all students. Access to college and career pathways will be afforded to all students, including access to early advisement, mentoring and internship opportunities. Family and community engagement will be a continued focus by way of purposeful, two-way communication, promotion of after-school programming and enlistment of other state agencies for contribution to overall success of all students.

When asked what is missing in Oklahoma schools that students need to receive a well-rounded education, responses targeted the arts, social skill development, technology implementation and bilingual education.



The OSDE will promote and recognize Programs of Distinction found in individual schools. Programs that will be recognized include but are not limited to the arts, STEM+C, health and world languages. Schools that achieve a level of distinction will be publicly recognized on a dashboard for their outstanding programs and will serve as models for other schools seeking to improve their well-rounded education.

# Stakeholder Recommendations

# OSDE Not Implementing

A considerable number of comments were made regarding funding for class-size reduction, time for professional development, resources and teacher pay.



These are all initiatives that require state, and not federal, funding.



**Title IV, Part B:  
21st Century Community  
Learning Centers**





## **G. Title IV, Part B: 21st Century Community Learning Centers**

The OSDE recognizes that students have academic, social and emotional needs beyond the traditional school day that dramatically impact their ability to learn. Additionally, a strong body of evidence indicates family and community engagement is essential for student success.<sup>61</sup> As a key initiative in this plan, the OSDE, through its office of family and community engagement/21st Century Community Learning Centers (CCLC), will:

- Work collaboratively to leverage the collective power of stakeholders to address tutoring, food insecurity, academic-related activities and engagement of families and communities;
- Work through OSDE’s cross-functional teams to ensure communication and collaboration with stakeholders; and
- Assist students attending high-poverty, low-performing schools to succeed academically by providing 21st CCLC grants for services to students and their families during out-of-school hours.

Funds received under the 21st CCLC program will be used to provide programs focused on helping students meet state and local standards in core academic subjects, such

as reading and mathematics; offer students a broad array of enrichment activities that complement students’ regular academic program, such as chess clubs; and offer literacy and other education services to the families of participating children and youth.

The following strategies of support are from the OSDE 8-Year Strategic Plan.

### **STRATEGY 1.2**

Ensure effective implementation of the Oklahoma Academic Standards by using available data to target high-quality, aligned resources to educators.

### **STRATEGY 1.3**

Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.

### **STRATEGY 1.5**

Reduce barriers to equity and close the opportunity and achievement gap for all students.

### **STRATEGY 3.2**

Strengthen and increase family and community engagement to support student learning.

### **STRATEGY 3.3**

Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

61 Karen L. Mapp and Paul J. Kuttner, “Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships,” U.S. Department of Education and SEDL, 2013, <https://www2.ed.gov/documents/family-community/partners-education.pdf>. Heather Weiss, M. Elena Lopez and Heidi Rosenberg, “Beyond Random Acts: Family, School and Community Engagement as an Integral Part of Education Reform,” (Cambridge, MA: Harvard Family Research Project, 2010).

## **1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.**

Oklahoma currently has 59 awarded 21st CCLC grantees operating at 101 sites and serving more than 13,500 students. Awarded through a competitive application process, grantees receive no less than \$50,000 annually for a period of three years with an option for an additional two years, provided performance measures are met.

As permitted by the ESSA, the OSDE will reserve no less than 93% of the funds to support direct services through a competitive subgrant process. These funds will support new and sustain current subgrants.

Two percent of funds will be allocated for administration of the competitive application and peer-review process, including capacity-building and technical assistance to applicants and community partners. These administrative functions primarily will be implemented by the OSDE 21st CCLC staff and support a contract for an online grants-management system (GMS). The 21st CCLC application, peer review, budget, claims, Annual Performance Reporting (APR) and monitoring processes will be administered through this system.

The remaining 5% will be allocated to support periodic, comprehensive evaluation using an evidence-based afterschool improvement process; provide technical assistance driven by data; and design state activities for high-quality programming.

## **PERFORMANCE EVALUATION**

The 21st CCLC evaluation process consists of four parts:

- Youth program quality intervention (YPQI);
- Surveys of parents, youth, staff and leaders;
- APR data collection and continuation reporting; and
- Program monitoring.

The continuous quality-improvement process for 21st CCLC grantees and sites is based on the YPQI. In Oklahoma 21st CCLC, the continuous quality-improvement process consists of the following elements:

- Performance data: Team-based program self-assessment of instructional quality using the Youth Program Quality Assessment (YPQA) and collection of data for grantee and site-level leading indicator reports (selected sites receive on-site visits by trained external raters using the YPQA);
- Improvement planning: Team-based improvement planning with performance data;
- Technical assistance coaching: All grantees receive technical assistance support throughout the continuous improvement process from the evaluation contractor. First-year site supervisors receive coaching for implementation of the continuous quality-improvement sequence;

- Aligned professional development in youth work methods: Afterschool teachers receive training to build instructional skills identified in the performance data; and
- Instructional coaching: Site supervisors are trained to deliver strengths-based coaching on staff instruction using selected rubrics from the YPQA as the work to implement skills learned in professional development.

The leading indicators element of the 21st CCLC evaluation is based on a multi-level theory of change extending from the policy context to the experiences of individual children. In the Oklahoma 21st CCLC system, the leading indicators describe five primary domains of program functioning and are designed to reflect aggregate performance across all of Oklahoma’s 21st CCLC grantees. Additionally, each grantee and site annually will receive an individual report with statewide normative comparisons for each of 15 indicators. The five domains and 15 indicators are:

### 1. Organizational Context

- Indicator 1.1. Staffing Model: Capacity, Experience and Expertise, Job Satisfaction
- Indicator 1.2. Continuous Improvement: Continuous Quality Improvement, Horizontal Communication, Vertical Communication

- Indicator 1.3. Youth Governance: Youth Voice and Governance
- Indicator 1.4. Enrollment Policy: Access and Eligibility, Targeting Academic Risk, Recruitment and Retention

### 2. Instructional Context

- Indicator 2.1. Academic Press: Academic Planning, Homework and Learning, Time on Academics
- Indicator 2.2. Engaging Instruction: Youth Engagement and Belonging, Growth and Mastery Goals, Instructional Quality (Safety, Supportive Environment, Interaction, Agency, Academic Alignment, STEM+C)

### 3. External Relationships

- Indicator 3.1. System Norms: Accountability, Collaboration
- Indicator 3.2. Family Engagement: Parent Communication
- Indicator 3.3. School Alignment: Student Data, School Day Content
- Indicator 3.4. Community Resources: Community Engagement, Partners

### 4. Program Outcomes: Student

- Indicator 4.1. Socio-emotional Development: Social Competencies Self Report

- Indicator 4.2. Academic Efficacy: Work Habits, Reading/English Efficacy, Math Efficacy Self Report
- Indicator 4.3. Academic Outcomes: Proficiency on State Achievement Test, Math Grades, Language Arts Grades
- Indicator 4.4. School Day Behavioral Reports

#### **5. Program Outcomes: Family**

- Indicator 5.1. Parent Satisfaction: Confidence in Care, Convenience of Care, Family-School Connection

The creation of grantee and site reports across the five domains and 15 indicators will provide an opportunity to identify areas of performance of both strengths and improvement. This is a continuous improvement process for regular examination of performance, growth in staff practices and overall program quality.

Each site will be responsible for completing an annual self-assessment and a plan of improvement utilizing data gleaned from that self-assessment. The site is then responsible for reporting that information on a web-based reporting site. Subgrantees will have an external assessment of their program at least twice during their grant cycle. External assessors will be using the same tool or tools the subgrantee used for the self-assessment. After the external assessment report is received, the subgrantee compares it with the self-assessment before writing the plan of improvement. All state evaluation findings will be available to the public on the OSDE website.



**21st CCLC  
funds provide  
programs to  
support core  
academic  
subjects,  
enrichment  
activities that  
complement  
academics and  
other education  
services for  
families of  
participating  
children and  
youth.**

## **2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.**

The OSDE 21st CCLC will distribute Title IV, Part B funds utilizing an online GMS developed and managed in coordination with all OSDE federal education programs. Awards will be issued on a competitive basis as funds are available.

Public notification for a competitive application process and a call for peer reviewers will be conducted. The OSDE will allocate 21st CCLC administrative funds to support the peer-review process. Funds may be used for stipends to attract an adequate number of high-quality reviewers. The OSDE will prepare selected reviewers through print materials and online training and maintain a roster of peer reviewers from previous years.

All 21st CCLC applicants will complete a competitive application during the request-for-proposal process. The application will be developed in consultation with community,

faith-based, tribal, youth development and education partners. Applications will be peer reviewed and scored on a rubric that follows the grant application and is contained within the GMS. Each application will be reviewed by a minimum of three peer reviewers.

Within the rubric, points will be awarded based on the applicant's ability to demonstrate program need, a comprehensive program design including community partnerships, reasonable and necessary program expenditures outlined in a resource management plan and competitive priorities. Awards will be made of sufficient size and scope, with consideration to geographic distribution to support high-quality, effective programs.

Programming will be developed and carried out in active collaboration with the schools that participating students attend and in alignment with challenging state academic standards. A number of assurances will be provided by the applicant:

- Students who primarily attend schools eligible for schoolwide programs under section 1114 and the families of such students will be targeted for services;
- Funds will be used to supplement, not supplant, other federal, state and local public funds;
- Notice will be given to the community of an intent to submit an application and the application will be available for public review after submission;

- External organizations, if available, will be identified and partnered within the community;
- Safe and accessible facilities will be provided;
- A plan for safe transportation will be provided; and
- Consultation with private schools and tribes will be conducted during the application process.

Notice of appeals will be available for all applicants not awarded.

Under the ESSA, the OSDE will utilize a competitive process to make awards to eligible entities that serve:

- Students who primarily attend schools implementing comprehensive or targeted support and improvement activities under section 1111(d) of the ESSA; or
- Students attending other schools determined by the LEA to be in need of intervention and support; and
- Families of students in the aforementioned categories.

Programs will target students who primarily attend schools eligible to operate schoolwide programs under section 1114 of the ESSA and the families of eligible students in section 4204(b)(2)(F).

Training and technical assistance for potential applicants will be provided throughout the year. Materials and guidance are available through the OSDE 21st CCLC website by phone and in person.<sup>62</sup> Step-by-step guides are available to assist eligible applicant organizations from needs assessment to community partnership development and then through application submission. Potential applicants are invited to participate in grantee training, as space is available, to assist them in preparing and understanding federal grant management.

Subgrantees will be required to submit regular claims and reports to verify that expenditures and activities align with the program's purpose and the approved scope of work. Performance data and performance measures will be reported and reviewed and on-site monitoring conducted based on a risk analysis. 

<sup>62</sup> <http://sde.ok.gov/sde/21cclc>.

## Stakeholder Recommendations

## OSDE Implementation

When Title IV, Part B stakeholders (878 program leaders and staff) were asked if participating in the quality improvement system was a good use of time and a good fit for their job, 82% of respondents agreed.



The OSDE will continue to support the “assess, plan and improve” model of continuous quality improvement for all Title IV, Part B subgrantees, providing training, technical assistance and coaching to program leaders and staff.

When Title IV, Part B stakeholders (3,180 parents and families) were asked if the afterschool program helped them get to know the school and school-day teachers better, 82% of respondents agreed and reported that their children’s learning benefited from the program. Additionally, 88% believed the afterschool staff were well informed about their children’s learning success and challenges in school.



Through the continuous quality improvement model, the OSDE will align professional development and technical assistance coaching to build the instructional skills of program leaders in supporting family and community engagement as a key strategy for improving student success.

When Title IV, Part B stakeholders (2,691 young people) were asked if they received homework assistance, completed homework and learned things in afterschool that helped them in school, 75% of the youth reported that they do.



The OSDE will continue to encourage youth voice and choice in Title IV, Part B programming and to build youth engagement to support student academic success. Training and technical assistance on such topics as asset building, planning and reflection, building community and active learning will be offered during the improvement phase of the continuous quality improvement model.





**Title V, Part B,  
Subpart 2:**

**Rural and Low-  
Income School  
Program**





## H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

Approximately 25% of Oklahoma’s LEAs are rural and low income. The secluded location of these LEAs creates barriers in hiring and retaining qualified teachers, attending professional development (PD) opportunities, accessing limited community resources and more, all of which has a great impact on student academic achievement. To overcome these challenges, the OSDE will focus on the following strategies:

### STRATEGY 1.1

Focus on early childhood education.

### STRATEGY 1.2

Ensure effective implementation of the Oklahoma Academic Standards by using available data to target high-quality, aligned resources to educators.

### STRATEGY 1.4

Enable educators to meaningfully use data from a high-quality assessment and accountability system to increase student learning.

### STRATEGY 2.2

Provide support and professional learning to increase instructional capacity for teachers and leaders.

### STRATEGY 2.3

Provide district and school leaders with the training and support needed to improve instruction in their schools.

### STRATEGY 3.2

Strengthen and increase family and community engagement to support student learning.

## 1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Measurable program objectives to help rural and low-income schools (RLIS) achieve the challenging state academic standards include:

- Increasing federal program-specific distance PD opportunities offered by the OSDE to LEAs through webinars, video conferences, etc., to reduce the financial burden that LEAs would encumber from physical attendance; and
- Training LEAs on best practices regarding the hiring and retention of state-qualified teachers, which will lead to improved student academic achievement and help students meet the challenging state academic standards.

Oklahoma’s measurable program outcomes include:

- At least a 10% annual increase in small, rural LEA participation in program-specific distance trainings offered by the OSDE, to be achieved over the next five years; and

- A 1% annual increase in small, rural LEA participation in trainings specifically addressing strategies to attract and retain effective teachers.

The OSDE reserves the allowable 5% of Title V, Part B, Subpart 2 funds for state administrative costs and for providing technical assistance to eligible LEAs. In an effort to help students meet the challenging state academic achievement standards, the OSDE uses these funds to:

- Hire personnel to review LEA applications, audit expenditure reports and monitor the use of funds;
- Provide daily services to LEAs (e.g., telephone communication, emails, one-on-one training, etc.) to guide them on the allowable use of funds that will lead to improved academic achievement by students;
- Deliver professional development activities to LEAs to meet programmatic and fiscal compliance;
- Monitor the LEAs to ensure that federal funds are expended within the intent and purpose of the program;
- Participate in national conferences to disseminate program and fiscal updates to LEAs; and
- Analyze accountability and assessment data to improve LEA instructional practices.

Oklahoma allocates the remaining funds to 131 eligible LEAs on a formula basis using the number of children in average daily attendance. LEAs complete the rural and low-income schools application as part of their consolidated application, indicating which programs will be supported by project funds to improve student achievement. Allowable program activities include those authorized under Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A and family and parent engagement.

## 2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The OSDE provides continuous technical assistance throughout the year to all LEAs, including RLIS-eligible LEAs, through multiple avenues, including but not limited to:

- The application process;
- Expenditure report reviews;
- Desktop and on-site monitoring processes;
- One-on-one technical assistance;
- Conferences;
- Communication via emails, phone calls, newsletters, etc.; and
- The OSDE website.

In order to better serve LEAs, the OSDE will conduct a survey to determine the needs of rural and low-income schools. As a result, the survey will inform the types of activities the state may provide to help all students meet the challenging state academic standards. Additionally, the survey will evaluate the effectiveness of the technical assistance provided. The survey will provide the baseline data to determine necessary action steps for technical assistance.

The OSDE recognizes that many rural and low-income schools and families lack internet connectivity. Therefore, the agency will identify innovative ways to connect students, families and schools to emerging technologies. Such innovation might include ensuring that schools have sufficient broadband to carry digital capacity for advanced and well-rounded educational opportunities. Also, the agency will look for ways to support LEAs in providing students who lack home internet connection with mobile Wi-Fi hotspots. 

## Stakeholder Recommendations

## OSDE Implementation

Stakeholders shared concern about existing barriers in hiring and retaining qualified teachers in rural school districts.

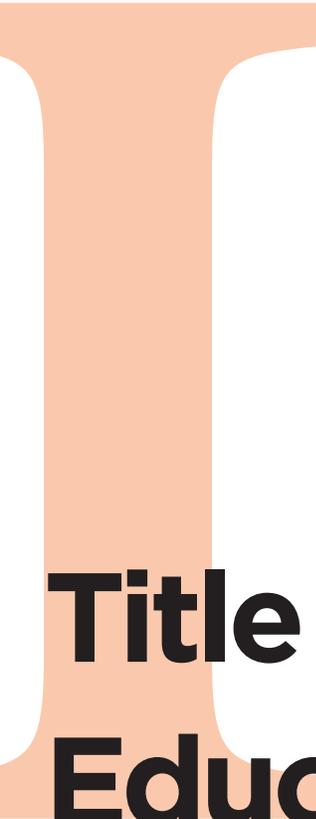


The OSDE will provide training on best practices regarding the hiring and retention of highly effective teachers, which will lead to improved student academic achievement and help students meet the challenging state academic standards.

The secluded location of rural LEAs impedes their staff from attending professional development opportunities.



The OSDE will increase access to professional development opportunities to rural LEAs through webinars, video conferences, etc., to reduce the financial burden that LEAs would encumber from physical attendance. In addition, the OSDE will continue to reach educators through the annual EngageOK On the Road summer conference.



**Title VII, Subtitle B:  
Education for Homeless  
Children and Youth  
Program, McKinney-  
Vento Homeless  
Assistance Act**



## **I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B**

In the 2015-16 school year, the OSDE served 13,957 students through McKinney-Vento grants. To address this growing need in Oklahoma, the OSDE is committed to ensuring that each homeless child and youth has access to the same free, appropriate public education – including a public preschool education – as other children. The OSDE will address common challenges for homeless children and youth, which include enrolling, attending and succeeding in school through the following strategies:

### **STRATEGY 1.1**

Focus on early childhood education.

### **STRATEGY 1.3**

Improve student equitable access to meaningful and diverse pathways that lead to careers and postsecondary opportunities.

### **STRATEGY 1.5**

Reduce barriers to equity and close the opportunity and achievement gap for all students.

### **STRATEGY 2.2**

Provide support and professional learning to increase instructional capacity for teachers and leaders.

### **STRATEGY 3.2**

Strengthen and increase family and community engagement to support student learning.

### **STRATEGY 3.3**

Build and maintain working relationships and ongoing feedback mechanisms with diverse partners and advisory groups.

## **1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.**

The OSDE requires each LEA to have a homeless liaison or coordinator. The primary responsibility of the homeless liaison will be to locate and identify homeless children and youth within the community. Once identification has been completed, the liaison will determine the student's special needs (i.e., educational, health or housing) so that the LEA may provide appropriate services and referrals. The OSDE homeless program specialist and LEA homeless liaison will coordinate and collaborate with other child-serving organizations, such as the Oklahoma Partnership for School Readiness, Oklahoma Association of Community Action Agencies and local early childhood community coalitions, to provide appropriate services to homeless children and youth as special needs are identified to assist them with enrolling and succeeding in school.

LEAs are required to enter student information in the Oklahoma statewide student information system (the Wave) at the beginning of each school year. Homeless students are identified during annual enrollment and data are reported in the Wave along with other student data.

The OSDE implements other strategies to help LEAs identify homeless children and youth in public schools:

- Collaboration with the Homeless Education Advisory Team (HEAT) to create a common identification tool for homeless children and youth;
- Professional development activities for homeless liaisons, coordinators, registrars, and enrollment and school personnel regarding best practices in the identification of homeless children and youth;
- Partnership with Tribal Education Agency (TEA) personnel to identify best practices that will help homeless Native American children and youth meet the challenging state academic standards; and
- Professional development and technical assistance to LEAs that appear to be under-identifying homeless children and youth.

The needs of homeless students and youth will be assessed by the OSDE with data from the Wave, including:

- Educational performance of homeless children and youth (e.g., assessment scores in science, English language arts and math);
- Non-academic indicators affecting academic achievement (e.g., attendance rates); and
- Effectiveness of educational programs for homeless students and youth (e.g., graduation rates).



**The OSDE is committed to ensuring that each homeless child and youth has access to the same free, appropriate public education – including a public preschool education – as other children.**

Analysis of these data provides insight into the identification of homeless program changes and the best practices to implement to enhance student growth and development. If necessary, the OSDE will modify its current strategies and processes to better identify the needs of homeless students and youth in order to help them be successful in school.

## **2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.**

The OSDE dispute resolution policy described here is also included in Oklahoma's administrative rules – Oklahoma Administrative Code (OAC) 210:40-9. If necessary, any modifications of this policy will be based on the requirements outlined in the ESSA and will be reviewed with the HEAT.

Every effort must be made to resolve the complaint or dispute at the district level before it is brought to the OSDE. It is the responsibility of the LEA to inform the complainant of the district's complaint resolution procedure when a question arises concerning the education of a homeless child or youth.

The process for complaints at the LEA level is as follows:

1. Notify the district's homeless coordinator. The homeless coordinator serves as a liaison between the homeless child and the school he or she attends. Someone in

the school or in the LEA superintendent's office will be able to identify the homeless coordinator.

- a. Request a copy of or access to the district board of education policies addressing the education of homeless children and youth. After reviewing the policies, make an appointment with the homeless coordinator to discuss the complaint.
- b. If the dispute is not resolved after the initial discussion with the district's homeless coordinator, the complainant may file a written complaint to the district's homeless coordinator for further review.
- c. In the complaint, include a request that a written proposal or plan of action resolving the dispute be provided within five days of the date the complaint was received by the district's homeless coordinator. A review of the proposal or plan of action with the homeless coordinator should follow. The parties may mutually agree on an extension; however, every effort should be made to resolve the complaint in the shortest possible time.

2. If the dispute is not resolved at the district homeless coordinator level, the complaint may be forwarded to the superintendent of the district for review after first meeting with that superintendent. The complainant should request a written resolution from the superintendent within five days of

the date of the discussion. The parties may mutually agree on an extension; however, every effort should be made to resolve the complaint in the shortest possible time.

3. If the dispute is not resolved at the district superintendent level, the complainant may take the matter before the school district board of education for resolution.

If the dispute is not resolved in a satisfactory manner at the LEA level, the complaint – which must be written and signed by the complainant – may be brought to the OSDE. The process for complaints at the state level is as follows:

1. Address a written complaint to the OSDE homeless program specialist. Include in the complaint:
  - a. A detailed description of the dispute;
  - b. The name(s) and age(s) of the child or children involved;
  - c. The name(s) of involved school district personnel and the district(s) they represent; and
  - d. A description of attempts that were made to resolve the issue at the school district level.
2. The OSDE office of federal programs will inform the district of the complaint. The office will gather needed information, including documentation and statements of the parties, and may conduct an independent investigation through an on-site visit if necessary.
3. Within 30 days after receiving and investigating the complaint, the office of federal programs will make a determination regarding the allegations and will inform the parties in writing of the decision. The parties may mutually agree on an extension; every effort, however, should be made to resolve the complaint in the shortest possible time.
4. If a complainant disagrees with the decision, he or she may, within 10 working days, appeal the decision to the deputy state superintendent of finance and federal programs. This appeal must be in writing and state why the complainant disagrees with the decision.
5. Within 30 days after receiving the appeal, the deputy state superintendent of finance and federal programs will render a final decision and notify the complainant and all other interested parties in writing. Although the standard procedure allows 30 days for a response, every effort will be made to resolve the complaint in the shortest possible time.
6. While the dispute is ongoing, the child in question must be enrolled in and attending school. If the dispute is about which school is best for the child, the child shall remain in the school he or she currently attends until the dispute is resolved, unless previously implemented arrangements allow that child to attend the school of origin.

# 3

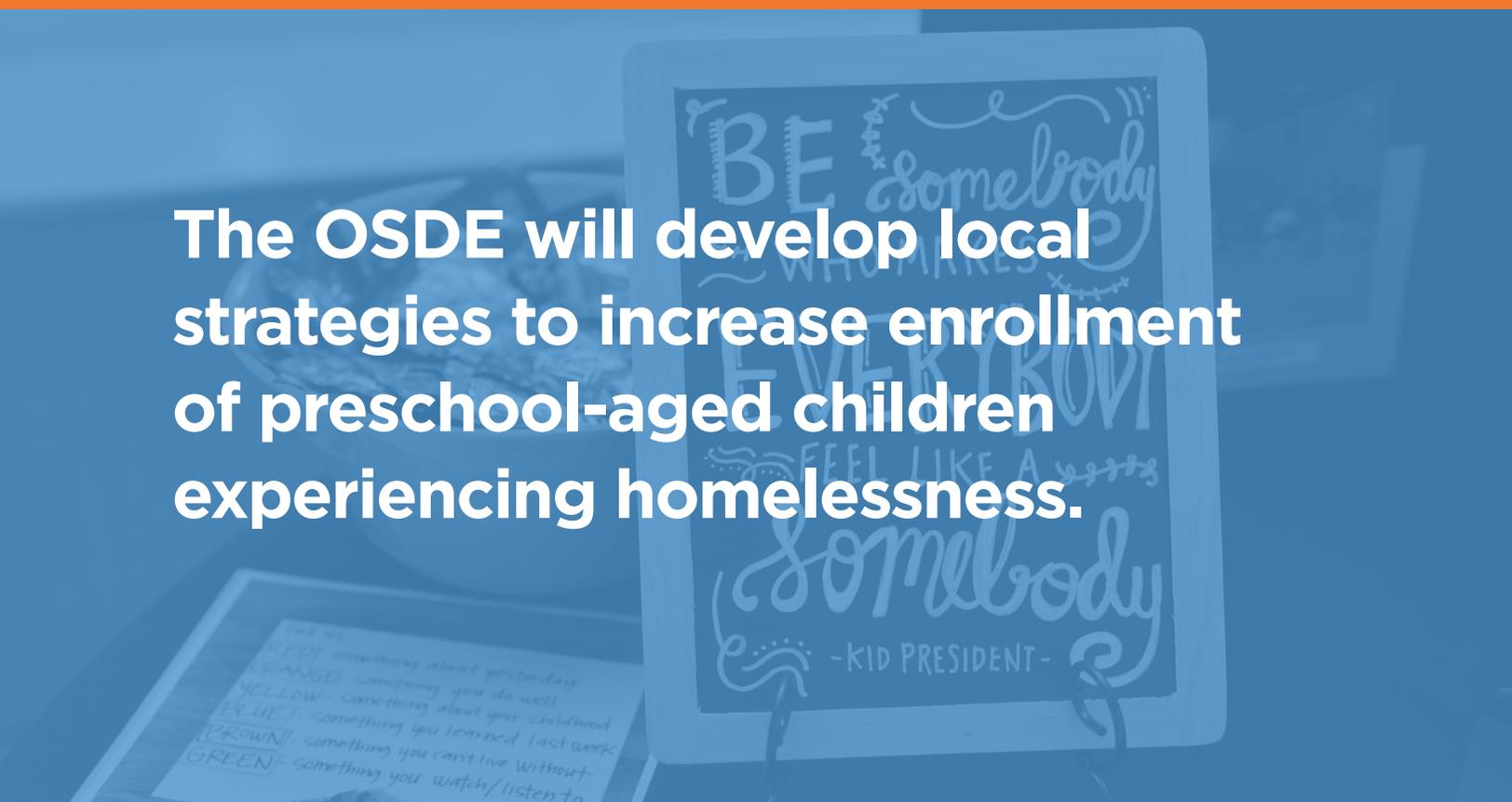
### **3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.**

The OSDE offers opportunities to increase school personnel awareness of topics related to children and youth experiencing homelessness and addressing the needs of unaccompanied homeless youth and runaway youth, including the following programs and activities:

- The annual EngageOK statewide education conference;
- Webinar trainings;
- The Joint Federal Programs Summit (federal grant programs-specific); and
- Additional resources (e.g., brochures, books, websites and community supports).

The OSDE homeless program specialist gathers information from other agencies and organizations that provide services to homeless and runaway children and their families. Technical assistance is provided to school district personnel through:

- On-site visits, consultation sessions and/or mailing pertinent program information;



**The OSDE will develop local strategies to increase enrollment of preschool-aged children experiencing homelessness.**

- Communication and coordination of the services available for homeless Native American children and youth;
- Development of strategies to help eliminate enrollment barriers;
- Provision of information for referrals to health and/or housing services; and
- Development of strategies for retaining homeless children and youth in school.

The OSDE will continue efforts to increase awareness of school personnel at all levels to ensure homeless and runaway students and youth are offered the same educational opportunities to meet the challenging state academic standards.

#### **4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:**

##### **i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;**

Oklahoma began its early childhood 4-year-old program in 1980. In 1998, due to its success, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds. Today, 99% of Oklahoma school districts offer access to the program. Districts receive program funding from the state’s school finance formula on a per-pupil rate, with additional resources allocated if a child is considered a dual-language learner or has

other significant needs.

Knowing that early childhood homelessness can significantly impact a child’s academic future and that 93% of Oklahoma’s homeless preschool-aged children were not served by an early childhood program in 2015, the OSDE will increase efforts to ensure the state’s homeless students have equal access to early childhood programs.<sup>63</sup>

The OSDE homeless program specialist collaborates with other personnel at the agency – including those whose duties encompass Title I, early childhood and afterschool programs – to develop and disseminate information on homelessness and how state and federal funds can assist in serving homeless children and youth, including Pre-K students.

The OSDE provides trainings to LEAs to increase awareness of federal requirements regarding the access to public preschool programs for preschool-aged homeless children and youth. The OSDE homeless program specialist will communicate and coordinate with the agency’s designees on various councils and committees (e.g., the Oklahoma Partnership for School Readiness, Oklahoma Association of Community Action Agencies and local early childhood community coalitions) that aim to improve collaboration between state- and local-level service providers of early childhood education for homeless preschool-aged children and youth.

The OSDE homeless program specialist will also collaborate with LEA homeless liaisons to identify preschool-aged homeless

children who are not enrolled in school and develop local strategies to increase enrollment of preschool-aged children experiencing homelessness, including giving homeless children priority on wait lists and reserving slots for preschool-aged homeless children and youth based on local data.

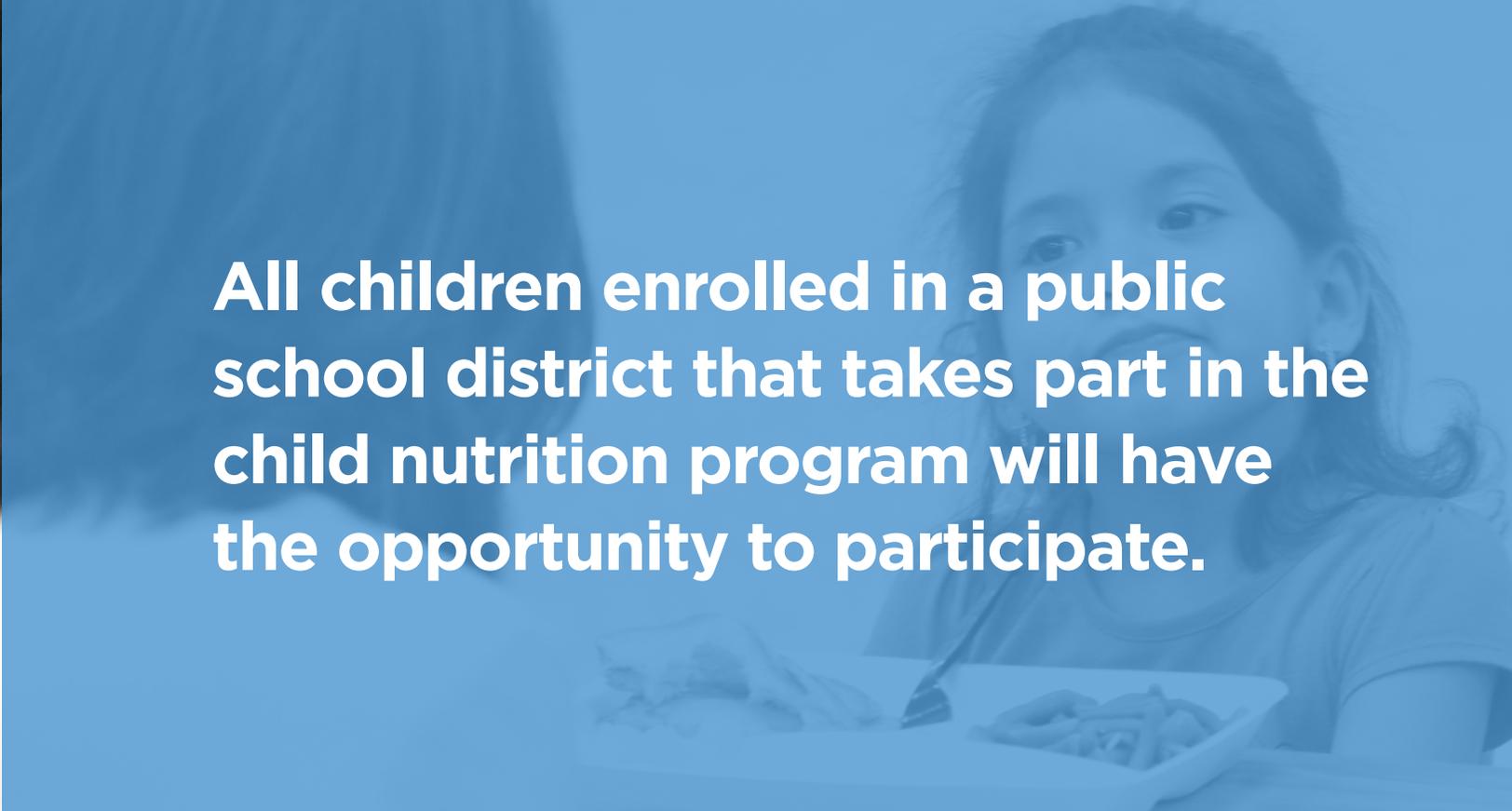
Additionally, the OSDE will provide technical assistance to LEA-administered preschool programs regarding the transportation of preschool-aged children to their school of origin. Upon request of the LEA, the OSDE will work with LEA-administered preschool programs to establish transportation agreements. Transporting homeless students to Pre-K provides a significant opportunity for LEAs to partner with Head Start and other community organizations to meet the needs of homeless students. To support this effort, the OSDE is considering awarding McKinney-Vento grant funds to districts who wish to pilot such a transportation endeavor. This initiative can provide LEAs significant data to impact the trajectory of a homeless student's education, including school attendance, basic academic skills and health and emotional status.

The OSDE will require LEA homeless liaisons to maintain data on outreach and other efforts specific to identification, enrollment and retention of preschool-aged homeless children in the district. In order for LEAs to meet this requirement, the OSDE will provide professional development to LEA homeless liaisons on collecting and reporting data regarding the

outreach and identification of preschool-aged homeless children.

All children, including preschool children, enrolled in a public school district that takes part in the child nutrition program will have the opportunity to participate in the program, assuming all eligibility requirements are met (7 CFR Parts 210 and 220). The OSDE homeless program specialist will collaborate with the OSDE's child nutrition program personnel, as well as other agencies and organizations assisting homeless children and families, to provide information on food and nutrition programs available at the state and local levels. The OSDE homeless program specialist will work with the agency's child nutrition personnel to address any policy barriers that may inhibit a homeless child or youth from participating in the child nutrition program.

- ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and**



**All children enrolled in a public school district that takes part in the child nutrition program will have the opportunity to participate.**

### **CREDIT ACCRUAL AND RECOVERY**

The OSDE's procedures to identify homeless youth and youth separated from public schools, and to give them equal access to appropriate secondary education and support services, include the following:

- Collaborating with LEA homeless liaisons to identify strategies that support efficient retrieval of records containing full or partial coursework satisfactorily completed by homeless children and youth;
- Supporting credit accrual and recovery for highly mobile homeless children and youth by providing professional development webinars on best-practice strategies;
- Working with LEAs to identify common educational tools enabling homeless children and youth to receive appropriate or partial credit for coursework satisfactorily completed; and
- Training LEAs through webinars and professional development activities on strategies to help remove barriers that prevent homeless children and youth from receiving appropriate credit for full or partial coursework.

The OSDE continues to explore avenues that support seamless and efficient transfer of homeless children and youth's coursework that is either complete or partially completed.

**iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.**

The OSDE's procedures to identify barriers of homeless children and youth to academic and extracurricular activities include the following:

- Providing technical assistance to LEAs to deploy strategies that support enrollment and involvement of homeless children and youth in LEA academic and extracurricular activities as well as access to magnet schools, summer school, career and technical education, Advanced Placement (AP), online learning and charter school programs;
- Training LEA homeless liaisons on their responsibilities to inform homeless students about their rights under the McKinney-Vento Homeless Act, which include students' rights to participate in AP classes, career and technical programs, online programs and extracurricular activities offered by the LEA;
- Providing technical assistance to any LEA homeless liaison who identifies barriers that prevent homeless children and youth from participating in academic and extracurricular activities. The OSDE will provide guidance to

help LEAs remove these barriers, to ensure the child can successfully participate in activities such as summer school, career and technical education, AP classes, athletics and online distance learning; and

- Reviewing identified LEA policies that may be barriers to homeless children and youth participating in extracurricular activities and advising the LEAs how to successfully revise these policies to remove barriers.

The OSDE continues to research innovative possibilities to assist LEAs in removing barriers that will help homeless students succeed.

## 5

**5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—**

- i. requirements of immunization and other required health records;**
- ii. residency requirements;**
- iii. lack of birth certificates, school records, or other documentation;**
- iv. guardianship issues; or**
- v. uniform or dress code requirements.**

The OSDE homeless program specialist assists LEA homeless liaisons in using community resources to locate documents to prevent enrollment delays. In addition, LEAs are required to set aside Title I, Part A funds for the costs related to the retrieval of essential documents.

To eliminate any policy barriers at the OSDE and LEA level that result in enrollment delays due to the lack of required records, the OSDE homeless program specialist implements the following strategies:

- Works with the Oklahoma State Department of Health office of vital statistics to identify seamless ways to retrieve immunization and birth certificate records for homeless students at the LEA;
- Works with all LEAs on enrolling identified homeless children and youth prior to location of documents such as immunization and medical records, residency documentation, birth certificates, school records and guardianship records;
- Works with LEA homeless liaisons to identify key local community resources that support the retrieval of required enrollment records;
- Provides professional development, consultation and technical assistance to LEAs on best practices to eliminate policy and documentation barriers and to support immediate enrollment and retention of homeless children and youth;
- Partners with the HEAT to access data collected during desktop and on-site monitoring visits regarding policies and procedures that lead to documentation barriers ; and
- Provides professional development to LEA homeless liaisons through webinars, telephone conferences, subgrantee meetings and other technical assistance to ensure policies and procedures prevent barriers to enrollment and retention due to outstanding fees, fines or absences.

Additionally, it is an allowable expense to use Title I homeless set-aside funds to help homeless students meet uniform and dress code requirements. The OSDE works with LEAs to ensure they are taking full advantage of the flexibilities offered in meeting students' basic needs. The OSDE continues collaborating with LEAs to develop enrollment policies that will allow homeless students and youth to receive the same educational opportunities as all students and prevent enrollment delays.

**6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.**

The OSDE requires LEAs to develop policies that do not impose barriers to enrolling and retaining homeless children and youth in school, including barriers to enrollment and retention due to outstanding fees, fines or absences. The OSDE, the HEAT and the LEA homeless liaisons review and revise these policies as necessary. The OSDE conducts annual on-site and desktop monitoring to LEAs and McKinney-Vento subgrantees to ensure that policies and practices align with immediate enrollment and retention of homeless children and youth in school. Through the Homeless Census Report, the OSDE homeless program specialist collects qualitative information on homeless students and common enrollment barriers and disseminates the overall results to LEA homeless liaisons via newsletters, website, webinars, workshops, etc.

The OSDE's procedures to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools, include the following:

- Meeting with the HEAT at least semi-annually to review LEA policies and practices that may lead to the removal of enrollment barriers for homeless children and youth;
- Conducting on-site and desktop monitoring of LEAs to ensure policies do not create barriers for the enrollment of homeless children and youth; and
- Providing technical assistance to LEAs to identify policies that lead to barriers for the enrollment of homeless children and youth.

## **7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.**

The OSDE has a partnership with the Oklahoma State Regents for Higher Education to deliver professional development workshops and disseminate information to school counselors to advise and prepare homeless students for postsecondary opportunities, such as the Oklahoma's Promise college tuition scholarship and the Free Application for Federal Student Aid (FAFSA).

The OSDE requires LEA homeless liaisons to ensure that unaccompanied homeless youths are informed of their status as independent students in accordance with Title IX, Part A, section 722(g)(6)(A)(x)(III). The OSDE will present a series of professional development webinars and other activities to homeless liaisons and school counselors to emphasize the importance of identifying and declaring unaccompanied homeless youths as independent students for financial aid purposes. Webinars will address the following topics:

- Removing enrollment barriers for homeless youth (e.g., immunization requirements and other health records, residency documents, birth certificates, school records or other documents, guardianship issues, uniform and dress code requirements, etc.);
- Homeless youth access to postsecondary opportunities; homeless youth transportation issues; a counselor’s role in schools in assisting homeless students; and
- Homeless liaison’s role in assisting homeless students; family and community resources for homeless youth and their families.
- Obtaining fee waivers for college entrance tests (i.e., ACT, SAT, etc.), Advanced Placement tests and college applications;
- Completing the FAFSA application;
- Connecting with college recruiters;
- College tours;
- Participation in GEAR-UP and career tech programs; and
- Participation in ICAP (Individual Career and Academic Planning) programs starting in seventh grade.

Through the monitoring process, the OSDE will ensure that LEA homeless liaisons coordinate with LEA school counselors regarding the postsecondary academic needs and resources available for homeless children and youth. In addition, the OSDE disseminates information about unaccompanied homeless youth access to postsecondary education opportunities through the OSDE’s communication platforms. The OSDE will continue to assist homeless liaisons and school counselors in advising and preparing homeless youths for postsecondary education. School counselors will assist homeless youth with issues including but not limited to:

- Facilitating housing arrangements;
- Connecting with nonprofit organizations, community agencies, faith-based organizations and employers;

The OSDE encourages school counselors to continue engaging in professional development training, participating in national conferences, and networking with colleagues and other organizations that focus on meeting the needs of homeless children and youth.  **EDGE**

## Stakeholder Recommendations

## OSDE Implementation

Stakeholders shared concern about the equal access of homeless students to appropriate secondary education and support services and expressed a continuous need for providing homeless students with access to postsecondary educational and career opportunities.



The OSDE will continue to provide training to LEA homeless liaisons and school counselors about partnerships with higher education and CareerTech centers to expand postsecondary and career opportunities for homeless students.

Stakeholders suggested that the OSDE provide technical assistance to close the gap of services to homeless preschool students throughout the state.



The OSDE collaborates with LEAs and statewide agencies such as the Oklahoma Partnership for School Readiness, Smart Start Central Oklahoma and Oklahoma Association of Community Action Agencies to improve early childhood education services for homeless preschool-aged children and youth. Results of the collaboration include training, data sharing and early childhood resources.

Homeless students encounter many obstacles to meeting graduation requirements. Stakeholders suggested looking for credit accrual strategies specifically for homeless students.



The OSDE participates in LEA consortium meetings in which graduation and credit accrual strategies are shared. The OSDE then disseminates these strategies to all LEAs statewide.





OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —