

Office of Title Services (OTS)

Office Hours

August 6, 2026



OKLAHOMA
Education



Topics

- Due Dates
- Reminders
- Comprehensive District Academic Plan (CDAP)

Due Date Communication

eGrant Management - MTW So...

osde.mtwgms.org/OSDEGMSWebv02/StaticPages/MenuList.aspx

OKLAHOMA

State Department of Education

Sign Out

Menu List

Select GMS Access/Select for Grant Applications

Administrative

[Administrative Web Pages](#)

[GMS Administration Web](#)

[Payment Administration](#)

[Reports](#)

GMS Access / Select

[Funded Applications](#)

[Non-Funded Data Collections](#)

Title Services

Next OTS Office Hours - January 15, 2026 at 10:00 a.m. Email amber.polach@sde.ok.gov for an invitation.

Submit Monthly Claims for Reimbursement - 2 C.F.R. 200.305(b)

Calculate Maintenance of Effort (MOE) - Check compliance with ESEA Section 8019 by using the formula in the OCAS Manual.

December claims for reimbursement must be dated through December 31st.

Special Education

District FY25 Special Education MOE data report is now available. All districts must update their FY26 LEA Agreement, MOE tab, with correct data for FY25. Districts can view their data through the link provided within their LEA Agreement, MOE tab. This update must be completed by January 30. If assistance is needed, please contact your finance specialist.

School Support & Improvement

No notifications found.

Expanded Learning

No notifications found.

Competitive

No notifications found.

Student Development

No notifications found.

Due Date Communication



From OSDE Communications

Educators will now receive important updates from the Oklahoma State Department of Education through a **bi-weekly communication**. This change from our previous monthly format ensures that all information is shared efficiently and consistently, while continuing to provide clear, accessible updates in one central place.

For additional details or items not included in this memo, educators are encouraged to visit the Oklahoma Department of Education Website, where comprehensive and up-to-date resources remain available.

[Oklahoma Department of Education Website](#)

FY26 Title I and V Report

- June 30th
- Must be certified by the superintendent on the District Information tab
- Table II

FY26 Closeout Submission Due Date

- September 1st
- Resource [document](#) available.

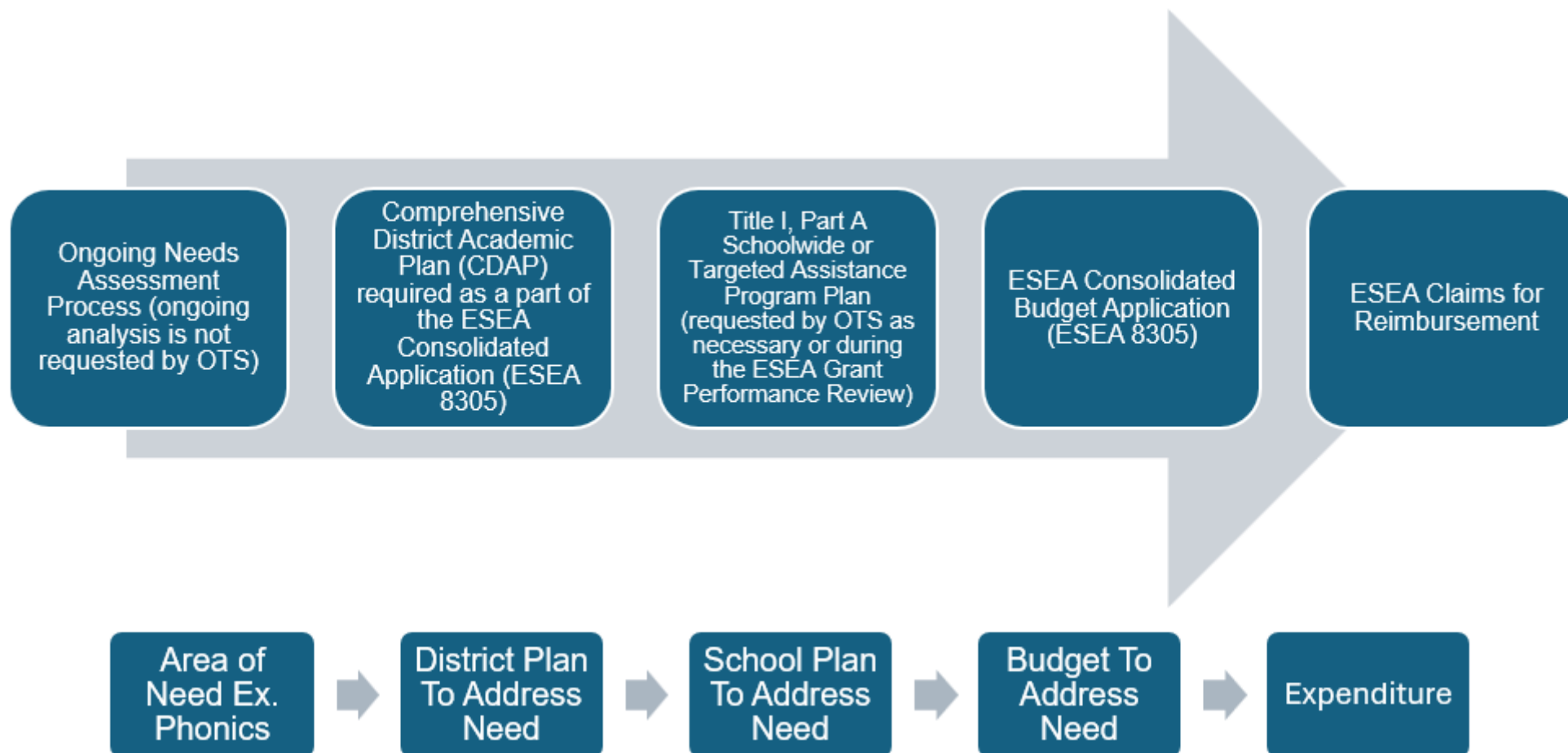
FY27 ESEA Grant Allocations

- Coming Soon
- Resource [document](#) is available.

FY27 ESEA Consolidated Budget Application

- Release Date – August 5, 2026
- Due Date – September 30, 2026
- A presentation on the [summary of changes](#) was provided at the CCOSA Summer Leadership Conference and the Office Hours hosted on [June 4, 2026](#).
- Instructional document coming soon!

Specific - Transition Fiscal Year 2027



Comprehensive District Academic Plan (CDAP)

The plan prescribed in section 1112 of the Elementary and Secondary Education Act (ESEA) serves as the local educational agency's district level plan. Oklahoma refers to this plan as the Comprehensive District Academic Plan (CDAP). To receive Title I, Part A funds, LEAs must submit the CDAP to the Oklahoma State Department of Education (OSDE). The CDAP is submitted as a part of the ESEA Consolidated Budget Application on the Grants Management System (GMS). The CDAP outlines how the LEA will use federal funds to help disadvantaged students meet state academic standards.

Comprehensive District Academic Plan (CDAP)

[Comprehensive District Academic Plan \(CDAP\) Template](#) (docx)

[Comprehensive District Academic Plan \(CDAP\) Template with Guidance](#) (pdf)

Comprehensive District Academic Plan (CDAP)

CDAP Submission Dates

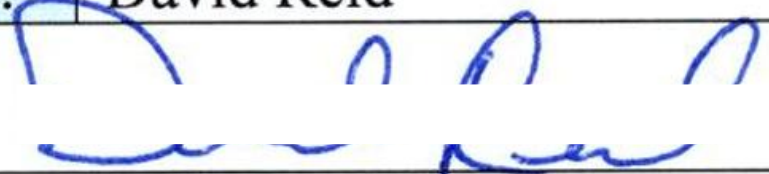
Select the box on the left for the submission date. Enter the date the CDAP is uploaded to the Consolidated Application on GMS.

☒	Initial CDAP – Due September 30, 2024	Date Submitted:	9/30/2024
☒	*Reviewed CDAP – Due September 30, 2025	Date Submitted:	8/25/2025
☐	*Reviewed CDAP – Due September 30, 2026	Date Submitted:	

*The CDAP must be reviewed and submitted each year. Revision is only necessary for a CDAP with significant changes or whenever necessary.

Comprehensive District Academic Plan (CDAP)

By signing in the space below, I agree to the assurances contained within this document and attest that the information is true, accurate, and complete to the best of my knowledge.

District Superintendent Name (Print):	David Reid
District Superintendent Signature:	

The current superintendent must sign the CDAP. Electronic signatures are acceptable. Signatures using a special font style script are not acceptable.

Comprehensive District Academic Plan (CDAP)

1. What method(s) of consultation did the LEA use?

Formal meetings are held at each Title I site to review student progress and assess the needs within the schools. The Title I plans developed at these sites are used to identify and implement strategies to increase parent and community involvement. Additionally, the needs of at-risk students are addressed, with a focus on strengthening the relationship between parents and the school.

The Title I committee, consisting of classroom teachers, reading specialists, special education teachers, administrators, parents, and community stakeholders, meets regularly throughout the school year to monitor and enhance the schoolwide plan. The input from this committee, along with feedback from parents, supports the school's vision for reform and forms the foundation of the comprehensive needs assessment. Representing the most at-risk students, both the committee and the parents play key roles in decision-making for the schools, helping to develop and oversee the Title I Schoolwide Plan. Surveys of staff, students, and parents, along with comprehensive data such as attendance, student demographics, and faculty composition, are also taken into consideration.

Comprehensive District Academic Plan (CDAP)

2. What is the date for the most recent consultation?

The Choctaw-Nicoma Park School district held its most recent consultation on August 29, 2025 at 4 via Zoom.

Comprehensive District Academic Plan (CDAP)

Stakeholder Group
Student
Assistant Principal (Building Administrator)
Media Specialist (specialized instructional support)
Reading Teacher
Assistant Principal (Building Administrator)
Parent
Teacher
Assistant Principal (Building Administrator)
Paraprofessional
Teacher
Teacher

Comprehensive District Academic Plan (CDAP)

Monitoring Student Progress

1. How does the LEA monitor students' progress in meeting state academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students? [ESEA Section 1112\(b\)\(1\)\(A\)](#)

Choctaw-Nicoma Park Schools (CNP) use the Oklahoma Academic Standards as the foundation for classroom instruction. By implementing a well-rounded instructional approach, CNP effectively monitors student achievement and makes adjustments to improve learning outcomes, as required by the Elementary and Secondary Education Act (ESEA) Section 1112(b)(1)(A). As the Oklahoma State Department of Education (OSDE) revises standards, teachers receive professional development to ensure they are prepared to implement effective classroom instruction.

Comprehensive District Academic Plan (CDAP)

Faculty have been trained in a variety of programs and methods, including Great Expectations, Kagan Cooperative Learning Structures, STEM, Teaching with Chromebooks, Vertical Teaming, Exact Path, SMART Panels, Google Classroom, as well as LETRS, Literacy First, CR Success, Fountas and Pinnell LLI, Wilson Reading, and Foundations.

Comprehensive District Academic Plan (CDAP)

To identify academic gaps, we use formative assessments, including STAR/STAR Early Reading and Math scores, STAR CBM, and LETRS assessments, which are reviewed during weekly grade-level PLC meetings. Any student performing below the 40th percentile will be closely monitored for progress. In grades K-3, teachers develop individualized Student Literacy Intervention Plans (SLIPs) and establish student reading proficiency teams for those below the reading benchmark. Students take the STAR assessment at least three times per year, with additional testing at the discretion of each building. Students undergoing progress monitoring may be assessed more frequently.

Comprehensive District Academic Plan (CDAP)

Additionally, students in grades 3-11 take assessments through the Oklahoma State Testing Program (including the ACT). English Language Learners will be given the World-Class Instructional Design and Assessment (WIDA) annually. Grade-level teams meet for PLC meetings once a month to review and discuss student data, ensuring a thorough and ongoing monitoring process.

ESEA Consolidated Budget Application

Function Code	Object Code	Expenditure Description and Itemization	
1000 ▾	100 ▾		Reading teachers salaries and summer school teachers
2212 ▾	100 ▾		Stipends for Instructional council members who assist teachers
1000 ▾	200 ▾		Reading teachers benefits and summer school teachers
2212 ▾	200 ▾		Benefits for Instructional council members who assist teachers
2194 ▾	300 ▾		Parent Outreach training for teachers and parents to assist students in academic practices
2213 ▾	300 ▾		In-person training to improve student growth
1000 ▾	600 ▾		Adaptive learning programs and materials to improve instruction in math and ELA.
2194 ▾	600 ▾		Materials for parent involvement
2199 ▾	600 ▾		Materials to support instruction for Homeless students
2213 ▾	600 ▾		Professional Development Materials to improve instruction in math and ELA in middle school.
2213 ▾	800 ▾		PD for teachers to use adaptive learning programs and materials to improve instruction in math and ELA.

Comprehensive District Academic Plan (CDAP)

Use of AI?

Absolutely, just review what is being written for you and make sure it is what is actually taking place in your district.

Comprehensive District Academic Plan (CDAP)

Question 1 – How does the district track **overall** student **progress**?

Question 2 – How does the district **identify specific students** that are failing?

Question 3 - What **additional assistance** is being provided?

Question 4 - What **overall** is the district doing to **improve instruction**?

Comprehensive District Academic Plan (CDAP)

Question 5 - In Oklahoma, this question is asking about supporting ineffective, inexperienced, or out-of-field teachers.
Professional development? Mentorships?

Comprehensive District Academic Plan (CDAP)

Question 6 – District receives the allocation for ESEA funds. How does the district determine what school sites (Title I, Part A) or programs (other ESEA funds) focused on the **needs of low-income students** receive funds.

Comprehensive District Academic Plan (CDAP)

Question 7 – What is the plan for students that might be identified as **neglected** or **delinquent**?

The district might not have students identified at this time, but a plan needs to be ready for implementation should it be needed.

Comprehensive District Academic Plan (CDAP)

Question 8 – What is the plan for students that might experience **homelessness** and how does the district determine the required reservation (AKA set-aside) of funds?

Comprehensive District Academic Plan (CDAP)

Question 9 – What is the plan for students that might be identified as **English learners (EL)**?

Comprehensive District Academic Plan (CDAP)

Question 10 – What is the plan for students that might be identified as **migrant**?

Comprehensive District Academic Plan (CDAP)

Question 11 – This question is for district's that have a school site operating a **targeted assistance school program**. If your district does not have a school operating a targeted assistance program, then this indicator is not applicable.

This indicator is not applicable as the district does not have a school site operating a Targeted Assistance Program.

Comprehensive District Academic Plan (CDAP)

Question 12 - What are **parent and family engagement strategies** in use by the district and, if applicable, how does the district determine the required reservation (AKA set-aside) of funds?

Comprehensive District Academic Plan (CDAP)

Question 13 – How does the district review and revise the required **District** Parent and Family Engagement Policy and the **School** Parent and Family Engagement Policy?

Combined plan? Explain how all elements required by law are included.

Comprehensive District Academic Plan (CDAP)

Question 14 – How does the district **transition** students from **early childhood** programs to **elementary** programs?

Comprehensive District Academic Plan (CDAP)

Question 15 – How does the district **transition** students from **middle grades to high school** and from **high school to postsecondary education**?

Comprehensive District Academic Plan (CDAP)

Question 16 – How does the district reduce the overuse of **disciplinary** practices that remove students from the classroom?

Comprehensive District Academic Plan (CDAP)

Question 17 – How does the district **coordinate** and **integrate** academic, career, technical education, and work-based learning opportunities?

Comprehensive District Academic Plan (CDAP)

Question 18 – The district has the opportunity here to identify anything not previously mentioned. Gifted? Library services?

Office of Title Services (OTS) Webpage



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Contact Information

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Title I, Part C

Title I, Part D

Title II, Part A

Title III, Part A

Title IV, Part A

Title V, Part B

Title IX, Part A

[OSDE](#) > [Services](#) > Title Services



Office of Title Services

FY27 GMS Assurance Application is open!



Preliminary Fiscal Year 2027 Title I, Part A Allocations



Contact Information

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