Elementary and Secondary Education Act (ESEA) Grant Performance Review

OKLAHOMA
Education

Topics

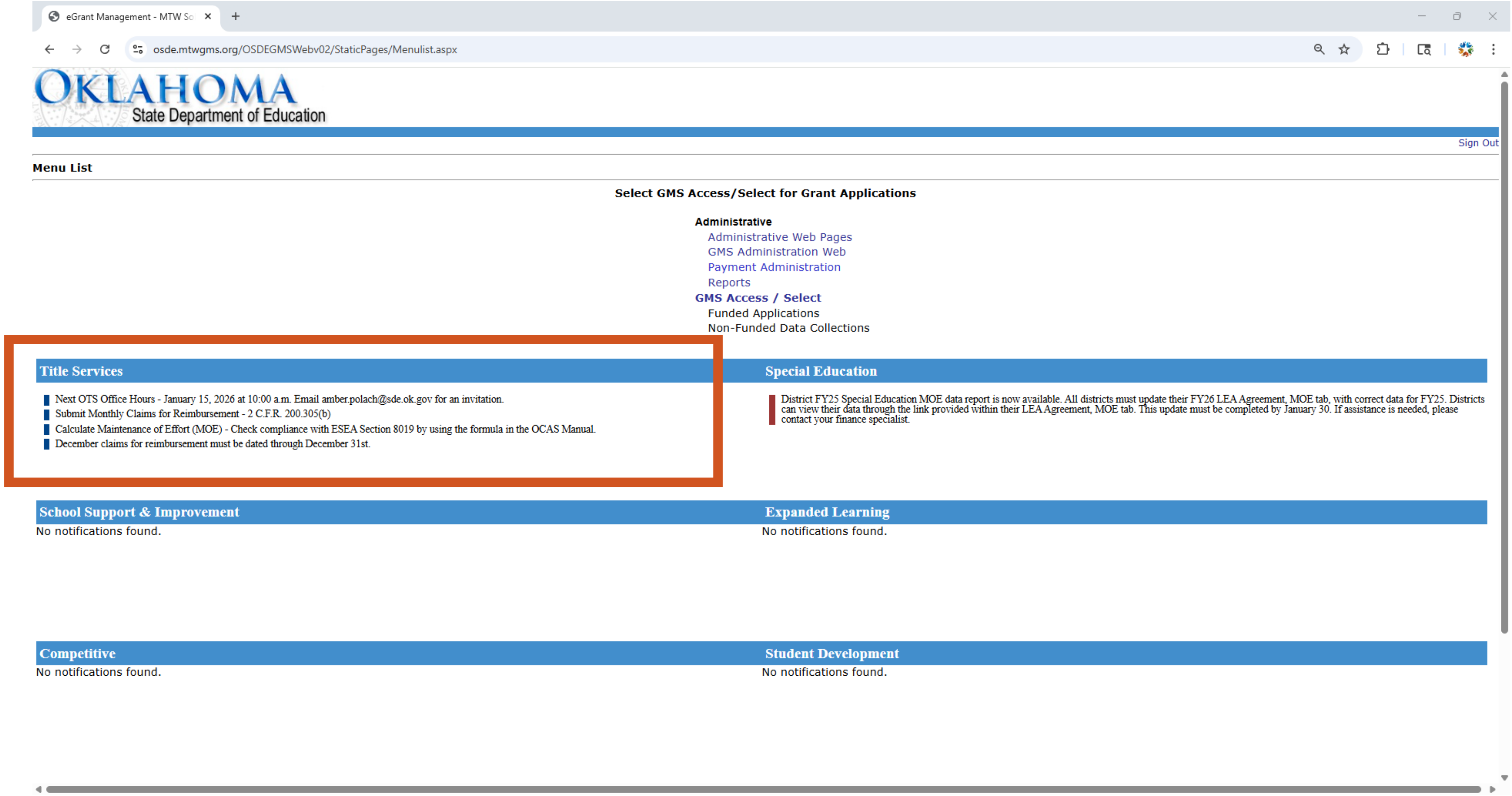
- Why are districts reviewed?
- When will districts be reviewed?
- Who reviews the evidence districts submit?
- What is the timeline?
- What districts are required to have a visit as a part of the process?

OKLAHOMA Education

Topics

- How are documents submitted?
- What are the outcomes?
- What are the most common findings?
- General Tips
- Resources
- Questions

Due Date Communication



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Due Date Communication

OKLAHOMA STATE DEPARTMENT OF EDUCATION
COMMUNICATIONS

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

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Why are districts reviewed?

- ED requires that all state educational agencies (SEAs) monitor the local education agencies (LEAs) to ensure compliance with grant requirements.

- Throughout the review process OTS staff will provide the LEA with technical assistance and guidance.

- Consolidated = TIA, TIC, TID, TIIA, TIII, TIVA, TVB (both subparts), TIX

Monitoring ≠ Auditing

- Monitoring is ensuring the district has the required policies and procedures in place.

Most of the indicators in the ESEA Grant Performance Review are monitoring questions.

- Auditing is ensuring the district **follows** the established polices and procedures.

Inventory, time distribution records, and paraprofessional requirements are examples of auditing indicators.

What requirements will be reviewed?

- OTS staff review district evidence of compliance in accordance with federal requirements – primarily ESEA and Uniform Grant Guidance (UGG).

ESEA Grant Performance Review

OKLAHOMA Education

What requirements will be reviewed?

FY27 ESEA Grant Performance Review (Desk Only) - Notification

Summarize

Reply | Reply All | Forward

Amber Polach
To SDE Federal Programs
Cc Tammy Smith; Kimberly Bigham; Kimberley Murphy; Kim Brentlinger; Emily Denny; Debbie Pham
Bcc 'twilliams@andersontrojans.org'; 'ckarch@atoka.org'; Superintendent Battiest Contact; 'jbell@beaver.k12.ok.us'; 'rbellows@bethanyschools.com'; 'rtrent@binger-oney.k12.ok.us'; 'bbarnes@blanchard.k12.ok.us'; 'darmstrong2025@bokoshe.k12.ok.us'; 'wendy@andersontrojans.org'; **+154 others**

Tue 9/1/2026 4:13 PM

FY27 ESEA Grant Performance Review Notification Letter.pdf 201 KB
2026-2027 ESEA Grant Performance Review - OTS Assignments.xlsx 24 KB
FY27 ESEA Grant Performance Review Application.docx 174 KB
ESEA Resource Toolkit (12-2025).docx 3 MB

District Superintendent,

You are receiving this email as notification of the Elementary and Secondary Education Act (ESEA) Grant Performance Review for FY27. The ESEA Grant Performance Review will be conducted by the Office of Title Services (OTS) at the Oklahoma State Department of Education (OSDE).

You will find important FY27 ESEA Grant Performance Review information in the attached documents:

1. Notification Letter
2. FY27 ESEA Grant Performance Review Application
3. FY27 OTS Assigned Reviewer List
4. ESEA Resource Toolkit

Additional resources may be found online.

All documentation will be submitted through the Grants Management System (GMS) on Single Sign On (SSO). Your OSDE reviewer will let you know as soon as GMS is ready to accept uploads. In the meantime, it is important to begin organizing the documentation using the FY27 ESEA Grant Performance Review Application (attached).

Trainings

The sessions are a series and must both be attended.

Topic:	**ESEA Grant Performance Review – Session 1**
Date:	September 22, 2026
Time:	1:00 P.M.
Platform:	Zoom
Audience:	Districts on the schedule for the FY27 ESEA Grant Performance Review
District Personnel:	District superintendents and federal programs directors
Registration Required:	https://www.zoomgov.com/meeting/register/BJmVLwUoRxWv7HiG3JJx4w

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What requirements will be reviewed?

Elementary and Secondary Education Act (ESEA) Grant Performance Review Application

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Elementary and Secondary Education Act (ESEA)
Grant Performance Review Application

Purpose
The purpose of this document is to provide the local educational agency (LEA) with a list of requirements that are applicable to LEAs managing grants under the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA). For more information about Oklahoma State Department of Education's (OSDE) ESEA Grant Performance Review process, please refer to the ESEA Grant Performance Review – Oklahoma State Plan.

Due Date
The ESEA Grant Performance Review Application is due in the Grants Management System (GMS) on **Friday, November 13, 2026.**

Contents

OKLAHOMA Education

When will districts will be reviewed?

- School Year 2024-2025 (Fiscal Year 2025) – Year 1
- School Year 2025-2026 (Fiscal Year 2026) – Year 2
- School Year 2026-2027 (Fiscal Year 2027) – Year 3 **We are here.**
- School Year 2027-2028 (Fiscal Year 2028) – Year 4
- School Year 2028-2029 (Fiscal Year 2029) – Year 5

What districts will be reviewed?

ESEA Risk Assessment – used annually to determine if a district is at an elevated risk (added to the list).

Elementary and Secondary Education Act (ESEA) Consolidated Monitoring
Local Education Agency (LEA) Risk Assessment Rubric
2023-2024

The purpose of this rubric is to adhere to the administrative rules in the Uniform Guidance 2 eC.F.R. §§ 200.331-200.333 (2022). The Office of Title Services and Competitive Grants at the Oklahoma State Department of Education (OSDE) has identified the following programmatic and fiscal factors to assess LEA risk. Data used is the most current available at the beginning of the fiscal year in which the monitoring will take place.

1. **Subrecipient (LEA) Award Size**	**Points**
Did the LEA receive a Title I allocation less than $1,000,000?	0
Did the LEA receive a Title I allocation between $1,000,000 and $10,000,000?	3
Did the LEA receive a Title I allocation between $10,000,001 and $20,000,000?	5

2. **Ability to implement statutory and regulatory requirements**	**Points**
At the end of the previous monitoring year, did the LEA fail to meet the consolidated monitoring requirements? • LEA was not in compliance by the established deadline but submitted an acceptable Corrective Action Plan (CAP) within the time frame. **5 points** • LEA was found to be non-compliant in ten or more areas or was not in compliance and failed to submit acceptable CAPs within the allotted time frame. **10 points**	5 or 10

3. **Financial Stability and Fiscal Assessment**	**Points**
Did the LEA fail to demonstrate maintenance of effort?	4
Did the LEA lose second year carryover funds?	3
Did the LEA lose excess Title I first year carryover funds?	2

4. **Non-Public Schools**	**Points**
Was the LEA required to consult with non-public schools?	1

5. **Independent Audit**	**Points**
Did the LEA submit the independent audit with exceptions or findings? • Audit with exception, recommendation, and/or comment. **3 points** • Audit with current finding involving federal funds. **5 points** • Audit with repeat finding, audit exception or finding with questioned costs, audit exception or finding with refund. **10 points**	3-10

6. **Forty-Five (45) Day Rule**	**Points**
Did the LEA violate the 45-day application submission rule?	3

7. **Fiscal Management and Responsibility**	**Points**
Did the LEA submit a late claim after the established due date?	2
Did the LEA fail to submit the consolidated application by the established due date?	2
Did the LEA fail to close out projects in the consolidated application by the established due date?	1
Does the LEA have seven or more amendments to the consolidated application?	1
Did the LEA fail to submit a claim by established due date?	1

8. **Quality of Management System (timely submission of required OSDE reports)**	**Points**
Did the LEA fail to submit its annual Oklahoma Cost Accounting System (OCAS) data to the OSDE by the established due date?	1
Did the LEA fail to submit its independent audit report to the OSDE by the established due date?	5

Office of Title Services and Competitive Grants
Oklahoma State Department of Education (OSDE)
July 2023

What districts will be visited?

FY26 ESEA Risk Assessment Rubric - High Risk Designation Notification - Message (HTML)

File Message Help Acrobat

FY26 ESEA Risk Assessment Rubric - High Risk Designation Notification

[redacted]

This message was sent with High importance.

FY26 ESEA Risk Assessment Rubric.docx
68 KB

Mon 8/4/2025 2:24 PM

[redacted]PS Team,

The Office of Title Services (OTS) has completed ESEA Risk Assessment (rubric attached) in accordance with the administrative rules in the Uniform Guidance 2 C.F.R. §§ 200.331-200.333. Using the most recent data available – your district received points to warrant a high-risk designation (12 or more points) for the 2025-2026 school year.

			TOTAL RISK ASSESSMENT POINTS	Title I, Part A Allocation (FY26)	Grant Performance Review Results (FY25)	MOE (FY24)	2nd Year Carryover	Excess 1st Year Carryover	Non-Public Schools (FY25)	Independent Audit Exceptions and Findings	45 Day Rule (FY25)	Late Final Claim (FY24) Due Date 8-1-24	Late Consolidated Application (FY25) Due Date 11-1-2024	Late Closeout (FY24 into FY25)	Consolidated Application Amendment (FY25)	Late First Claim (FY25) Due Date 12-16-2024	Late OCAS Data (FY24)	Late Independent Audit Report (FY24)	Negative Fund Balance (FY24)	First Year Superintendent (FY25 into FY26)	New Federal Programs Coordinator (FY24 into FY25)	Other
[redacted]			13	5						7						1						

What does this mean?
The district will participate in the FY26 ESEA Grant Performance Review with a visit that will take place in the January through March 2026 time frame. Additional details regarding the FY26 ESEA Grant Performance Review will be sent via email to the district the first week of September.

Please let me know if you have any questions.
Amber

Amber Polach
Program Director, Federal Programs
Office of Title Services
Division of Federal Programs
Oklahoma State Department of Education
2500 North Lincoln Boulevard, Suite 311
Oklahoma City, Oklahoma 73105
Office Phone: 405-521-6863

OKLAHOMA Education

ESEA Grant Performance Review Team

- Amber Polach
- Debbie Pham
- Emily Denny
- Kay Townsend
- Kim Brentlinger
- Kimberley Murphy
- Tammy Smith

FirstName.LastName@sde.ok.gov

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What is the timeline?

- July – ESEA Grant Performance Review documents released on the OTS web page.
- August 3, 2026 – Districts identified as high risk were notified via email.
- September 1, 2026 – Districts were emailed a notification letter with supporting documentation.
- September 22 and 23, 2026 – OTS will provide training on the ESEA Grant Performance Review process.

What is the due date?

Friday, November 13, 2026

Evidence for all indicators except PPR1b

What is the due date?

Monday, February 1, 2027

Evidence indicator PPR1b

Indicator PPR1b

#

b. Submit to OSDE: Sample Time Distribution Records for current fiscal year (July-December)
Note: The OSDE reviewer will notify the LEA via email in January. The email notification will include a list of randomly selected federally paid personnel. The LEA will need to submit the appropriate time distribution record for each individual identified in the list. The TDR submitted for review must cover the time period of July – December.

☑ ##The grantee uploaded supporting documentation related to this element.

Please indicate the file name and location of supporting evidence within uploaded document (0 of 250 maximum characters used)

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Desk Review Only versus Desk Review with Visit

Desk Review **Only** (most districts)

- The district will submit evidence by due date.
- The district will review the checklist on GMS for reviewer feedback (automatic GMS email notification will be sent).
- The district will make any necessary corrections.
- OTS will send the district an acceptance letter via email.

Desk Review Only versus Desk Review with Visit

Desk Review with **Visit** (high risk designation, 5-10% of districts)

- The district will submit evidence by due date.
- The district will review the checklist on GMS for reviewer feedback (automatic GMS email notification will be sent).
- The district will make any necessary corrections.

OKLAHOMA Education

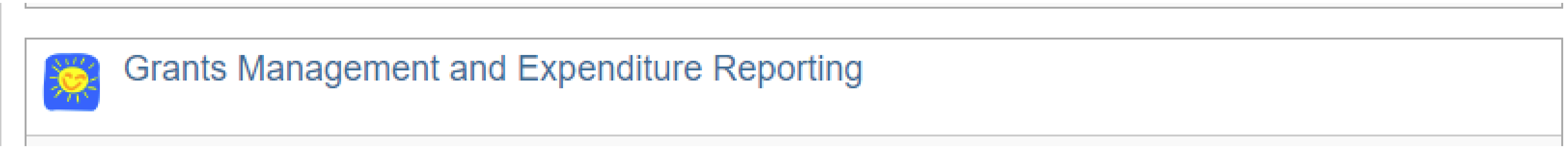
Desk Review Only versus Desk Review with Visit

Desk Review with **Visit** (high risk designation, 5-10% of districts

- OTS will contact district to schedule a visit.
- The visit will take place in either February or March.
- OTS will send the district a site visit report and acceptance letter via email.

How are documents submitted?

- The documents will be submitted on the Grants Management System (GMS) in an application titled ESEA Grant Performance Review.



Your reviewer will let you know once GMS is ready to accept the documentation.

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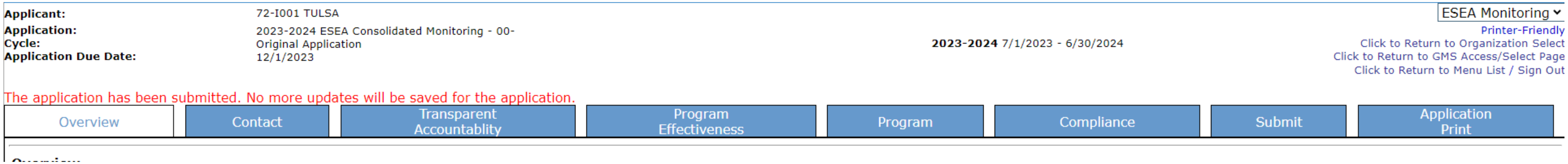
How are documents submitted?



The tabs in the GMS application will align with the ESEA Grant Performance Review Application.

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What are the outcomes?

Application Acceptance

- OTS receives acceptable documentation by the due date(s)

Corrective Action Plan (CAP)

- ESEA funds withheld
- Deficiency (Accreditation)
- CAP for each missing or unacceptable document

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ESEA Grant Performance Review Application

Available as an application on GMS for submission

Title Services

	Application Name
	Consolidated Application (I-A, II-A, III-A, IV-A, V-B, CAC)
	American Rescue Plan Proj 795
	ESEA Grant Performance Review
	Equitable Services for Nonpublic Schools

OKLAHOMA Education

Elementary and Secondary Education Act (ESEA)
Grant Performance Review Application

Purpose
The purpose of this document is to provide the local educational agency (LEA) with a list of requirements that are applicable to managing grants under the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA). For more information about Oklahoma State Department of Education's (OSDE) ESEA Grant Performance Review process, please refer to the ESEA Grant Performance Review – Oklahoma State Plan.

Due Date
The ESEA Grant Performance Review Application is due in the Grants Management System (GMS) on **Friday, November 14, 2025.**

Contents
- ESEA Programs
- Grant Performance Review Preparation Process
  - Desk Review
  - Performance Review Visit
  - Notification of Findings
  - Instructions for Document Submission
- Transparent Accountability
  - Cross-Cutting Fiscal Requirements (CFR)
  - Policies, Procedures, and Requirements (PPR)
- Program Effectiveness and Student Achievement
  - Student Identification (SID)
  - Program Needs Assessment, Services, Evaluation (PNASE)
  - Parent and Family Engagement (PFE)
  - Paraprofessional Requirements (PR)
- Specific Programs
  - Title II, Part A Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other Leaders
  - Title III, Part A Language Instruction for English Learners and Immigrant Students
  - Title IV, Part A Student Support and Academic Enrichment
  - Title V, Part B Subparts 1 and 2 Rural Education Initiative and Rural and Low-Income School Program
  - Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement (EL)
  - Title I, Part A Neglected and Title I, Part D Neglected, Delinquent, and/or At-Risk (ND)
  - Title I, Part C Migrant Education Program (MEP)
  - Equitable Services to Nonpublic Schools (ES)

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Office of Title Services (OTS)
Oklahoma State Department of Education (OSDE)
July 2025

Available in a Microsoft Word document for planning

OKLAHOMA Education

ESEA Grant Performance Review Application

51-page document, 95 indicators (not all indicators are applicable to all districts)

- Transparent Accountability
  - Cross-Cutting Fiscal Requirements (CFR)
  - Policies, Procedures, and Requirements (PPR)
- Program Effectiveness and Student Achievement
  - Student Identification (SID)
  - Program Needs Assessment, Services, Evaluation (PNASE)
  - Parent and Family Engagement (PFE)
  - Paraprofessional Requirements (PR)
- Specific Programs
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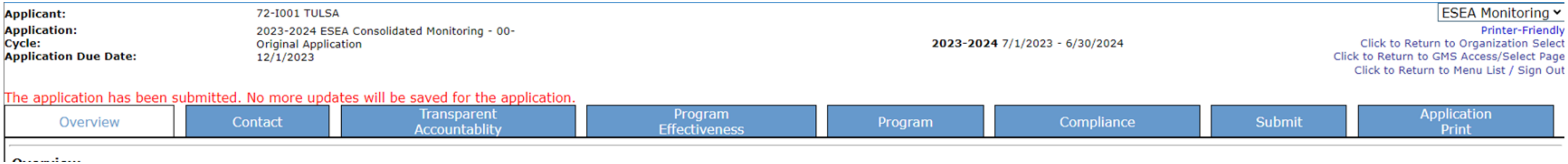
  - Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement (EL)
  - Title I, Part A Neglected and Title I, Part D Neglected, Delinquent, and/or At-Risk (ND)
  - Title I, Part C Migrant Education Program (MEP)
  - Equitable Services to Non-Public Schools (ES)

OKLAHOMA Education

ESEA Grant Performance Review Application

- The tabs will align with the ESEA Grant Performance Review Application that is sent with the notification letter via email to the superintendent and federal programs contact.



Indicator Identifier

Transparent Accountability

Note: All LEA policies shall be approved by the local board of education prior to submitting the policy to the OSDE.

Cross-Cutting Fiscal Requirements (CFR)		
Indicator	**Indicator Citation**	**Supporting Documents and Resources**
CFR 1	The LEA has a current inventory of any materials purchased with Federal funds. 2 C.F.R. §200.313 Definitions: Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the LEA for financial statement purposes or $5000. 2 C.F.R §200.313 Supplies means all tangible personal property other than those described in Uniform Grant Guidance 2 CFR Part 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the LEA for financial statement purposes or $5000, regardless of the length of its useful life. 2 C.F.R. §200.314 Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting, and receiving, or storing electronic information. 2C.F.R. §200.453 LEAs must maintain effective control over, and accountability for, all funds, property, and other assets. 2 C.F.R. §200.302	**a. Submit to OSDE:** The LEA's written inventory procedures, including the following: 1. process performed when items are received; 2. process describing what type of property is tagged and what position/office performs the tagging; 3. process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; and 4. process describing how the physical inventory check is performed. **b. Submit to OSDE:** Previous and current fiscal year inventory of equipment (including technology devices) purchased with any grants included in the Consolidated Application. For each equipment item (including technology devices) purchased, the following information is maintained: 1. Serial number or other identification number; 2. Source of funding for the property, including FAIN# (Federal Award Identification Number); 3. Who holds title; 4. Acquisition date; 5. Cost of the property; 6. Percentage of Federal participation in the project costs for the Federal award under which the property was acquired; 7. Location; 8. use and condition of the property; and 9. Any ultimate disposition data including the date of disposal and sale price of the property. 2 C.F.R. §200.313(d)

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Office of Title Services and Competitive Grants
Oklahoma State Department of Education
May 202

Legal Citations

Transparent Accountability

Note: All LEA policies shall be approved by the local board of education prior to submitting the policy to the OSDE.

Cross-Cutting Fiscal Requirements (CFR)		
Indicator	**Indicator Citation**	**Supporting Documents and Resources**
CFR 1	The LEA has a current inventory of any materials purchased with Federal funds. 2 C.F.R. §200.313 Definitions: Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the LEA for financial statement purposes or $5000. 2 C.F.R §200.313 Supplies means all tangible personal property other than those described in Uniform Grant Guidance 2 CFR Part 200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the LEA for financial statement purposes or $5000, regardless of the length of its useful life. 2 C.F.R. §200.314 Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories for printing, transmitting, and receiving, or storing electronic information. 2C.F.R. §200.453 LEAs must maintain effective control over, and accountability for, all funds, property, and other assets. 2 C.F.R. §200.302	**a. Submit to OSDE:** The LEA's written inventory procedures, including the following: 1. process performed when items are received; 2. process describing what type of property is tagged and what position/office performs the tagging; 3. process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; and 4. process describing how the physical inventory check is performed. **b. Submit to OSDE:** Previous and current fiscal year inventory of equipment (including technology devices) purchased with any grants included in the Consolidated Application. For each equipment item (including technology devices) purchased, the following information is maintained: 1. Serial number or other identification number; 2. Source of funding for the property, including FAIN# (Federal Award Identification Number); 3. Who holds title; 4. Acquisition date; 5. Cost of the property; 6. Percentage of Federal participation in the project costs for the Federal award under which the property was acquired; 7. Location; 8. use and condition of the property; and 9. Any ultimate disposition data including the date of disposal and sale price of the property. 2 C.F.R. §200.313(d)

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Office of Title Services and Competitive Grants
Oklahoma State Department of Education
May 2023

OKLAHOMA Education

Evidence of Compliance

Transparent Accountability

Note: In accordance with Oklahoma Administrative Code (OAC) §210:35-3-48, all LEA policies must be approved by the local board of education prior to submitting the policy to the OSDE.

Cross-Cutting Fiscal Requirements (CFR)		
Indicator	**Legal Citation**	**Evidence of Compliance**
CFR 1	LEAs must maintain effective control over, and accountability for, all funds, property, and other assets. 2 C.F.R. §200.302 For materials and supply items follow the requirements in 2 C.F.R. §200.302(b)(4). For equipment (items $10,000 or greater unit cost) follow the requirements in 2 C.F.R. §200.313(d)(1). For each equipment item purchased, the following information must be maintained: 1. Serial number or other identification number; 2. Source of funding for the property, including FAIN# (Federal Award Identification Number); 3. Who holds title; 4. Acquisition date; 5. Cost of the property; 6. Percentage of Federal participation in the project costs for the Federal award under which the property was acquired; 7. Location; 8. use and condition of the property; and 9. Any ultimate disposition data including the date of disposal and sale price of the property. 2 C.F.R. §200.313(d)	**a. Submit to OSDE:** LEA's written inventory procedures The procedures should include the following information: 1. process performed when items are received; 2. process describing what type of property is tagged and what position/office performs the tagging; 3. process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; 4. process describing how the physical inventory check is performed; and 5. the process for disposition of items. **b. Submit to OSDE:** Previous and current fiscal year inventory of supplies, materials, and equipment purchased with any grant funds included in the Consolidated Application.

Organization

Indicator
PPR 1
PPR 2
PPR 3

ESEA Grant Performance Review

Cross Cutting Fiscal Requirements (CFR)

CFR1a
CFR1b
CFR2a
…

Policies, Procedures, and Requirements (PPR)

PPR1a
PPR1b
PPR2a
…

Do not use periods when naming files.

Student Identification (SID)

SID4a
SID4b
SID5a
….

Evidence of Compliance – Policy vs. Procedure

[Oklahoma Administrative Code (OAC) §210:35-3-48]

Policies = board approved, overarching, general, answer why and what

Procedures = specific, step-by-step, answer how

a. Submit to OSDE: LEA's **written procedures for procurement transactions**, including vendor selection process. The procedures shall also describe the method(s) of procurement chosen by the LEA in regards to:

1. micro-purchases;
2. small purchases;
3. sealed bids;
4. competitive proposals (including evaluation criteria);
5. and non-competitive proposals.

a. Submit to OSDE: LEA's **written procedures** the LEA has in place to meet compliance with MOE requirements.

a. Submit to OSDE: LEA's **written Compensation Policy** describing how <u>all</u> remuneration (including but not limited to wages and salaries, benefits, incentives, stipends, tuition reimbursement, etc.):

1. is reasonable for the services rendered;
2. conforms to the established written policy consistently applied to both Federal and non-Federal activities;
3. follows an appointment (position) established by the LEA;
4. is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable;
5. is reasonable to the extent that compensation for employees engaged in work on Federal awards is consistent with that paid for similar work in other activities of the non-Federal entity;

Note: A cost is reasonable if: 1. in its nature and amount, does not exceed the market

OKLAHOMA Education

Supporting Documents

There is **no submission** required for SID 1 as the CDAP is uploaded with the district's ESEA Consolidated Application.

Program Effectiveness and Student Achievement

Student Identification (SID)		
Indicator	**Indicator Citation**	**Supporting Documents and Resources**
SID 1	**Comprehensive District Academic Plan (CDAP)** A local education agency may receive a subgrant under this part [Title I] for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency that (A) is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part; and (B) as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 USC 1400 et seq.), the Rehabilitation Act of 1973 (20 USC 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 USC 2301 et seq.), the Workforce Innovation and Opportunity Act (29 USC 3101 et seq.), the Head Start Act (42 USC 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 USC 11301 et seq.), the Adult Education and Family Literacy Act (29 USC 3271 et seq.), and other Acts as appropriate. *ESSA, Section 1112(a)(1)(A-B)*	**a. Submit to OSDE:** **No submission required** The OSDE reviewer will review the CDAP submitted in the Consolidated Application.
SID 2	**Targeted Assistance Plan** All children served with Title I funds in a Targeted assistance school are identified as failing, or most at risk of failing to meet the challenging State academic standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemented by the school. *ESSA, Section 1115(b)* In general, children who are economically disadvantaged, children with disabilities, migrant children, or English learners, are eligible for services under this part on the same basis as other children selected to receive services. Also, Head Start and Preschool children, Migrant Children, Neglected or Delinquent Children, and Homeless Children. *ESSA, Section 1115(c)(2) (A-E)*	**a. Submit to OSDE:** **No submission required** The OSDE reviewer will review the Targeted Assistance plan(s) submitted in the Consolidated Application. These plans will be evaluated in relation to the rubric contained in the Targeted Assistance Plan Template. *ESSA, Section 1115*

OKLAHOMA Education

Supporting Documents

- For indicators SID 2 and 3, the assigned OTS reviewer will send you a list of the school level plans to upload.

Important Resource

Elementary and Secondary Education Act (ESEA)
Resource Toolkit

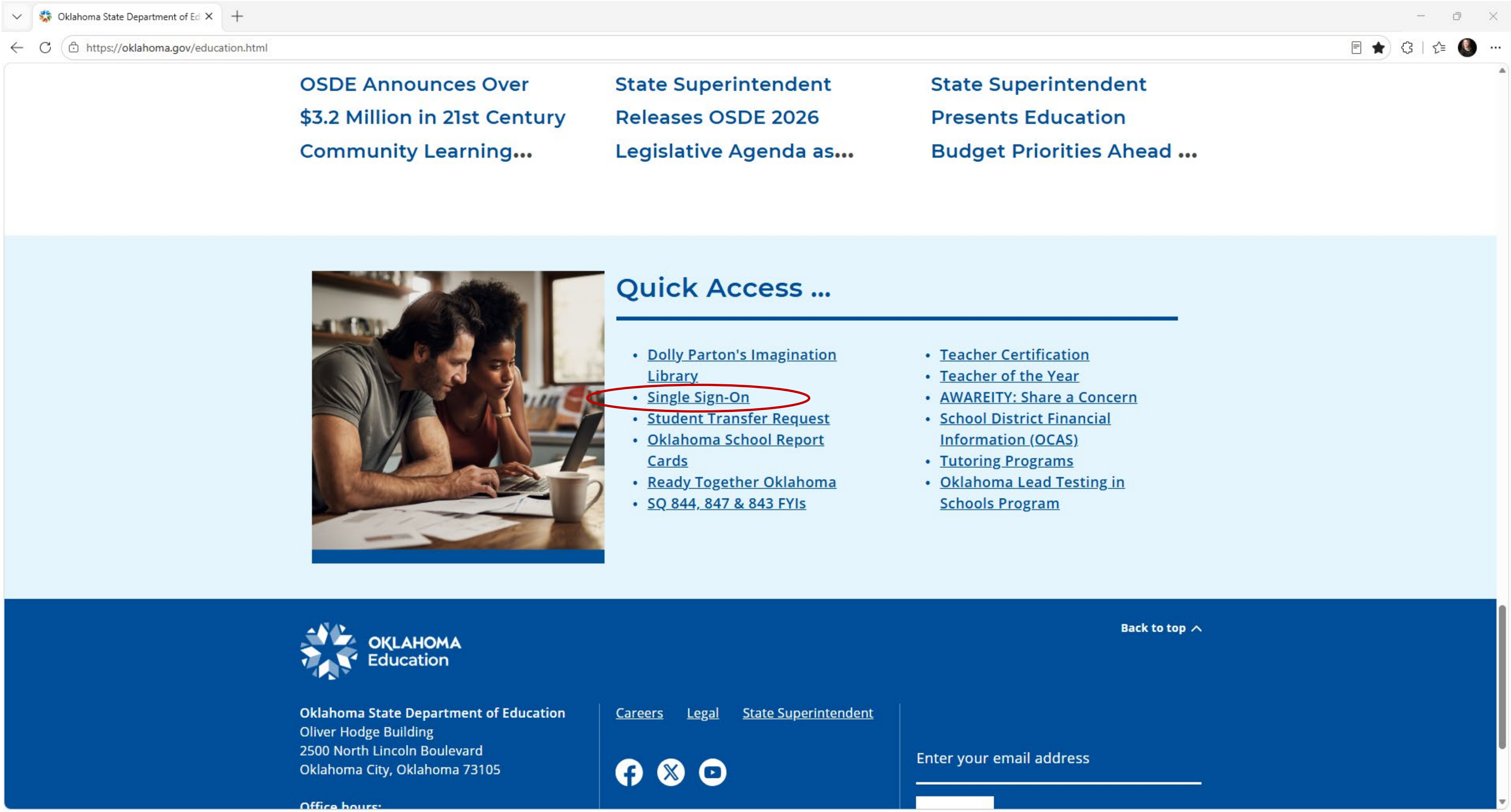
The purpose of the ESEA Resource Toolkit is to provide sample documentation that local education agencies (LEAs) may use to ensure compliance with the requirements that govern federal grants under the ESEA. Most of the documents are intended to be modified by the LEAs to meet the requirements.

Plans
ESEA Professional Development Requirements
Tuition Reimbursement Information
Notifications
Parents Right-to-Know Notification Information
Parents Right-to Know Notification – English
Parents Right-to Know Notification – Spanish
Parents Right-to-Know Notification for English Learners – English
Parents Right-to-Know Notification for English Learners – Spanish
Four Week Notification to Parents (non-certified teacher)
Four Week Notification to Parents (non-certified teacher) - Charter School
Four Week Notification to Parents (non-certified teacher) - Adjunct Teacher
Sample Letter Explaining EL Identification
Sample Letter Explaining EL Identification (Spanish)
Notification of Student Experiencing Homelessness Placement Decision – English
Student Experiencing Homelessness Placement Decision Dispute – English
Notification of Student Experiencing Homelessness Placement Decision – Spanish
Student Experiencing Homelessness Placement Decision Dispute – Spanish
Notification of Student Independent Status for Free Application for Student Aid (FAFSA)
Notification from Public School to Nonpublic School Regarding ESEA Equitable Services
Forms
Title I Methodology Information and Examples
Title I School-Parent Compact Information and Template
Paraprofessional Credential Requirement Information and Hiring Checklist
Time Distribution Records Information and Templates
Inventory Information and Template
Neglected and/or Delinquent Program Evaluation
Neglected and/or Delinquent Program Transition Plan
Home Language Survey
Home Language Survey (Spanish)
Home Language Survey Supplement - "Less Often" Non-EL Bilingual Qualification Form
English Language Academic Plan (ELAP)
Sample EL Monitoring Form
WIDA ACCESS and Alt-ACCESS Security Checklists
Student Residency Questionnaire – Exact Form Required
Best Interest Determination (BID) for School Placement (McKinney-Vento)
Best Interest Determination (BID) for School Placement (Foster Care)
ESSA Tribal Consultation Agreement
Regulations Regarding Evidence-Based Research and Interventions
Sample Intervention/Program Evaluation From
Other Requirements
List of Required Policies and Procedures
Single Audit Information

Office of Title Services (OTS)
Oklahoma State Department of Education (OSDE)
June 2024

Grants Management System (GMS)

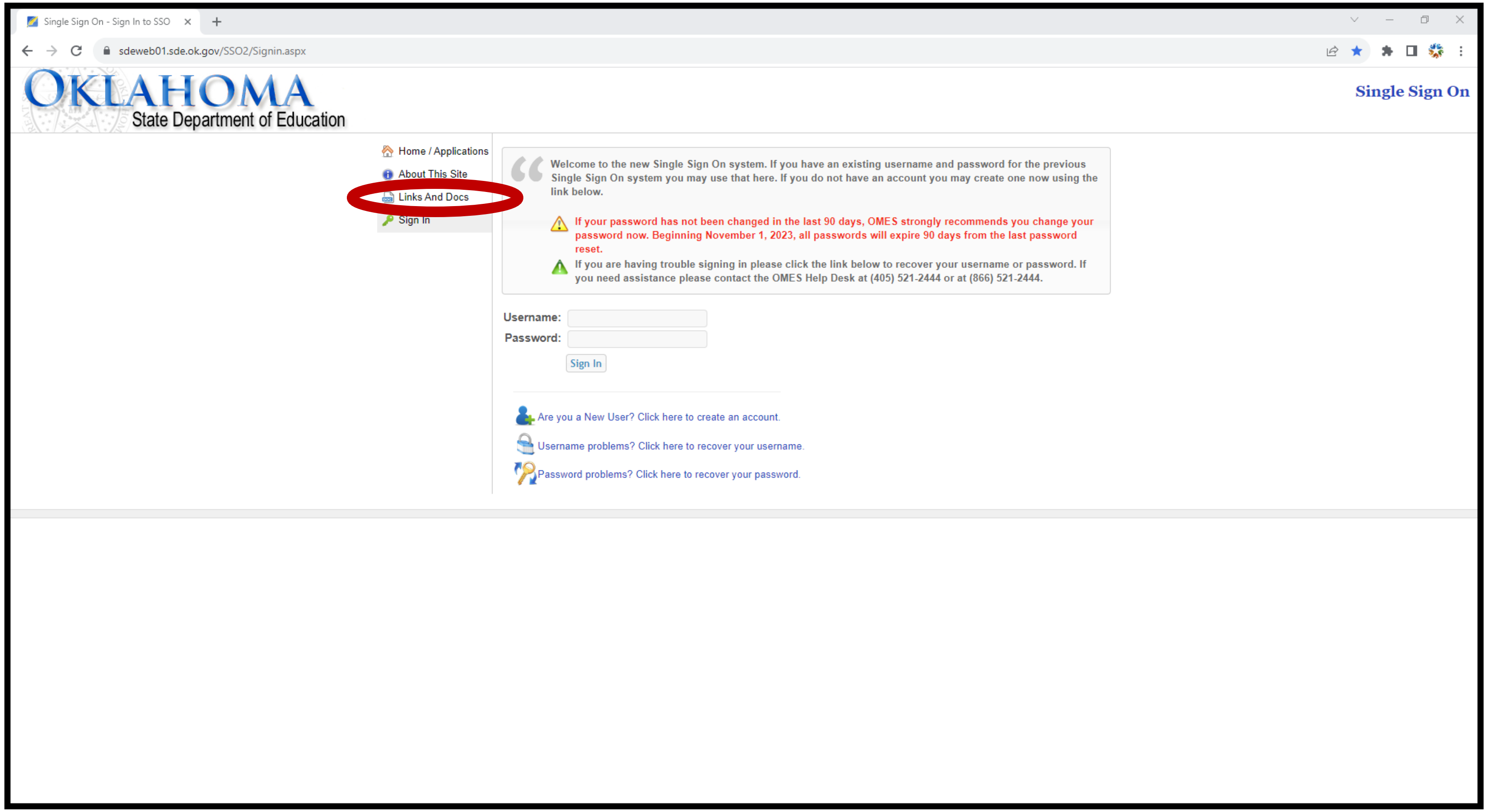
Single Sign On (SSO) Access



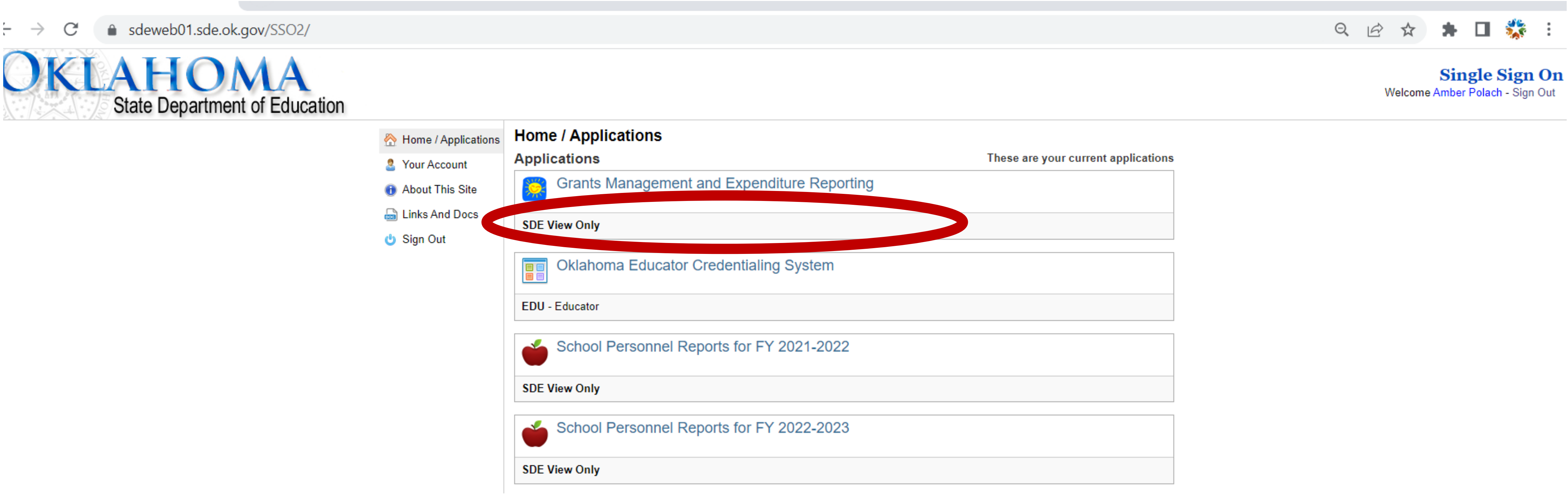
OKLAHOMA Education

Grants Management System (GMS)

Need access to GMS - select Links and Docs



Grants Management System (GMS)



OKLAHOMA Education

Grants Management System (GMS)

GMS User Account Form

OKLAHOMA STATE DEPARTMENT OF EDUCATION
GMS USER ACCOUNT FORM

COUNTY CODE DISTRICT CODE COUNTY

NAME OF SCHOOL/ORGANIZATION

FIRST NAME MIDDLE INITIAL LAST NAME

EMAIL PHONE

Type of GMS Access Requested: (Choose One)

- ◯ Book Keeper (enter and save data)
- ◯ LEA District Admin 1 (Superintendent Only)
- ◯ LEA Principal (a) (access to plans/enter & save data)
- ◯ LEA View Only (can see the information, but not make changes)
- ◯ Non District Admin (full access to enter and submit forms/claims)
- ◯ Non District Book Keeper (enter and save data)
- ◯ Grant Writer (create and modify competitive grant application)
- ◯ Other

Are you an existing Superintendent that needs to be disassociated with a previous district?

◯ **Yes** ◯ **No**

What is your GMS User Identification Number? ____________

Enter any notes applicable that need to be considered.

SIGNATURE OF AUTHORIZED REPRESENTATIVE

TITLE OF AUTHORIZED REPRESENTATIVE

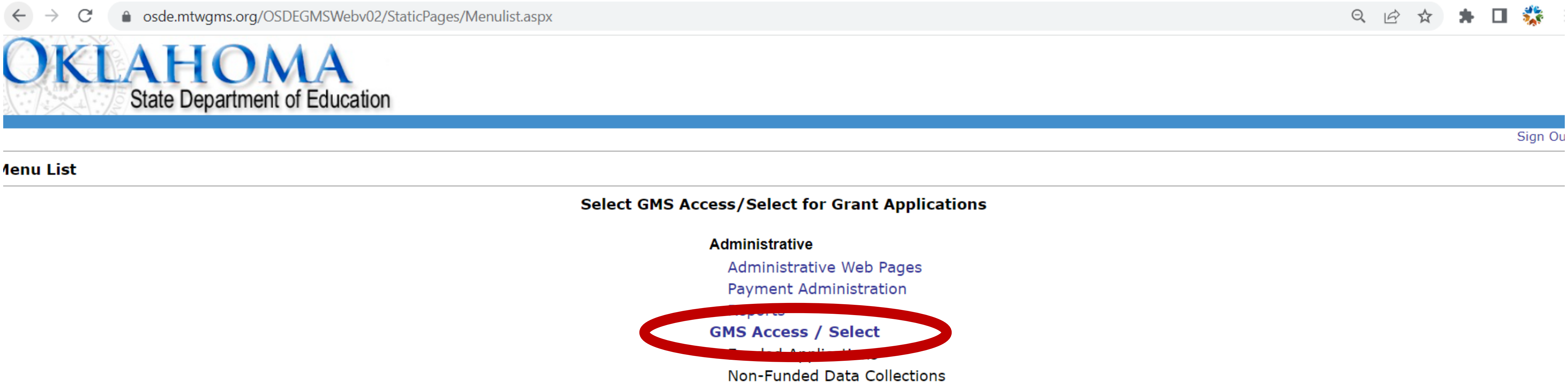
DATE

Submit completed form to applicable department:
Federal Programs: Tammy.Smith@sde.ok.gov
Special Education: Karen.Howard@sde.ok.gov
School Support: Angelina.Fritz@sde.ok.gov
21st Century: Tracie.Raibourn@sde.ok.gov

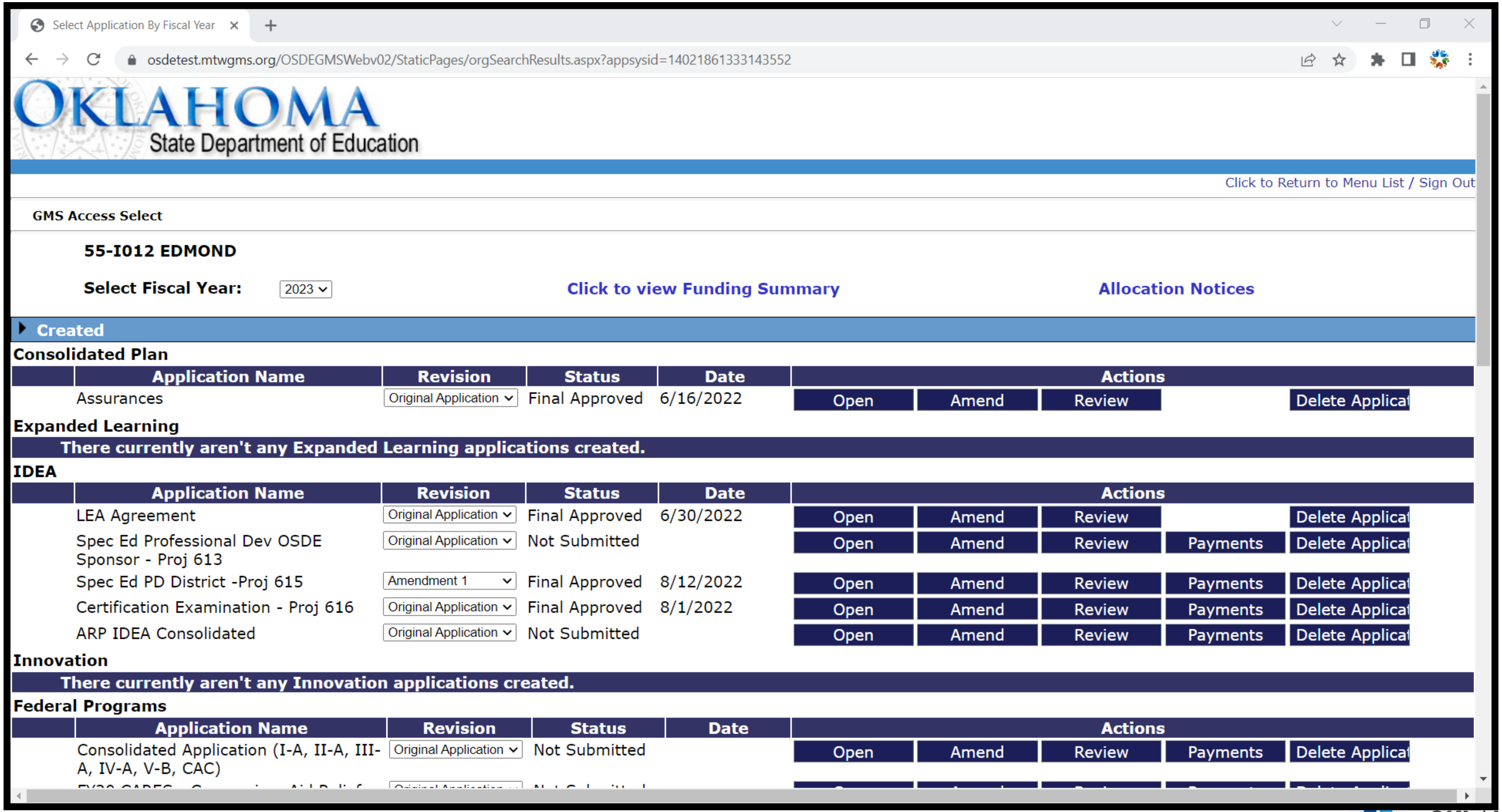
OKLAHOMA Education

OKLAHOMA Education

Grants Management System (GMS)



Grants Management System (GMS)



Grants Management System (GMS)

Available

Consolidated Plan

- Continuous Improvement Plan

Competitive

There currently aren't any Competitive applications available.

Expanded Learning

There currently aren't any Expanded Learning applications available.

IDEA

ARP IDEA Consolidated	Submissions due by 10/31/2023	Create
Certification Examination - Proj 616	Submissions due by 6/30/2024	Create
School Based Services Part	Submissions due by 9/30/2023	Create
Transition Development Program Project 618	Submissions due by 9/30/2023	Create

Innovation

Ok Schls COVID-19 Prevention Proj 723	Submissions due by 9/30/2023	Create

Title Services

	Submissions due by 9/30/2023	Create
ESEA Grant Performance Review	November 13, 2026	Create
	Submissions due by 9/30/2023	Create
Title I Comparability	Submissions due by 9/30/2023	Create

School Support

School Improvement 1003a	Submissions due by 10/16/2023	Create

Student Support

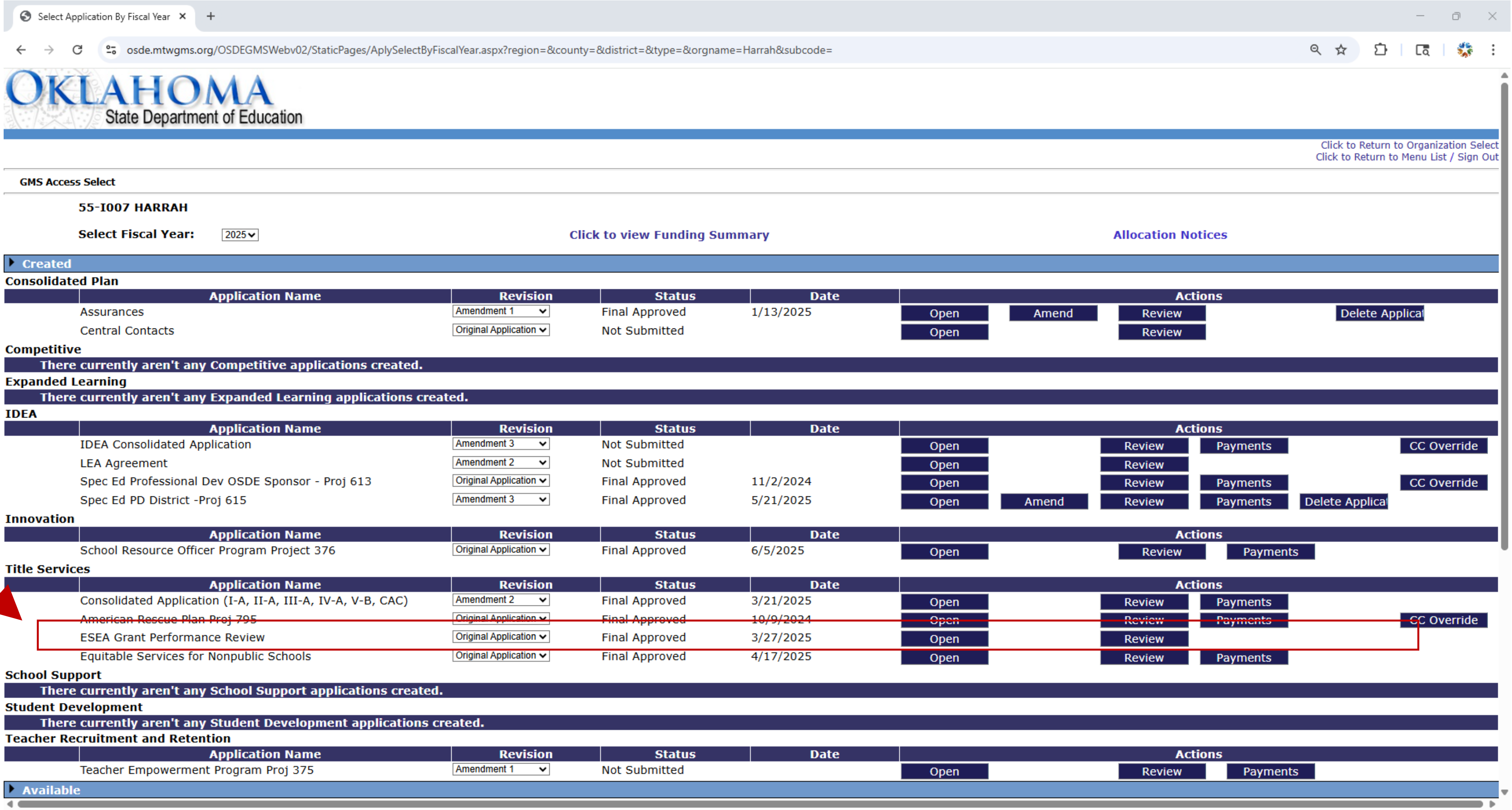
Counselor Corps Competitive	Submissions due by 9/30/2023	Create

Teacher Recruitment and Retention

Teacher Empowerment Program	Submissions due by 6/15/2023	Create

OKLAHOMA Education

Grants Management System (GMS)



Select Application By Fiscal Year

osde.mtwgms.org/OSDEGMSWebv02/StaticPages/AplySelectByFiscalYear.aspx?region=&county=&district=&type=&orgname=Harrah&subcode=

OKLAHOMA State Department of Education

Click to Return to Organization Select
Click to Return to Menu List / Sign Out

GMS Access Select

55-I007 HARRAH

Select Fiscal Year: 2025 | Click to view Funding Summary | Allocation Notices

Created

Consolidated Plan

Application Name	Revision	Status	Date	Actions
Assurances	Amendment 1	Final Approved	1/13/2025	Open, Amend, Review, Delete Applicat
Central Contacts	Original Application	Not Submitted		Open, Review

Competitive

There currently aren't any Competitive applications created.

Expanded Learning

There currently aren't any Expanded Learning applications created.

IDEA

Application Name	Revision	Status	Date	Actions
IDEA Consolidated Application	Amendment 3	Not Submitted		Open, Review, Payments, CC Override
LEA Agreement	Amendment 2	Not Submitted		Open, Review
Spec Ed Professional Dev OSDE Sponsor - Proj 613	Original Application	Final Approved	11/2/2024	Open, Review, Payments, CC Override
Spec Ed PD District -Proj 615	Amendment 3	Final Approved	5/21/2025	Open, Amend, Review, Payments, Delete Applicat

Innovation

Application Name	Revision	Status	Date	Actions
School Resource Officer Program Project 376	Original Application	Final Approved	6/5/2025	Open, Review, Payments

Title Services

Application Name	Revision	Status	Date	Actions
Consolidated Application (I-A, II-A, III-A, IV-A, V-B, CAC)	Amendment 2	Final Approved	3/21/2025	Open, Review, Payments
American Rescue Plan Proj 795	Original Application	Final Approved	10/9/2024	Open, Review, Payments, CC Override
ESEA Grant Performance Review	Original Application	Final Approved	3/27/2025	Open, Review
Equitable Services for Nonpublic Schools	Original Application	Final Approved	4/17/2025	Open, Review, Payments

School Support

There currently aren't any School Support applications created.

Student Development

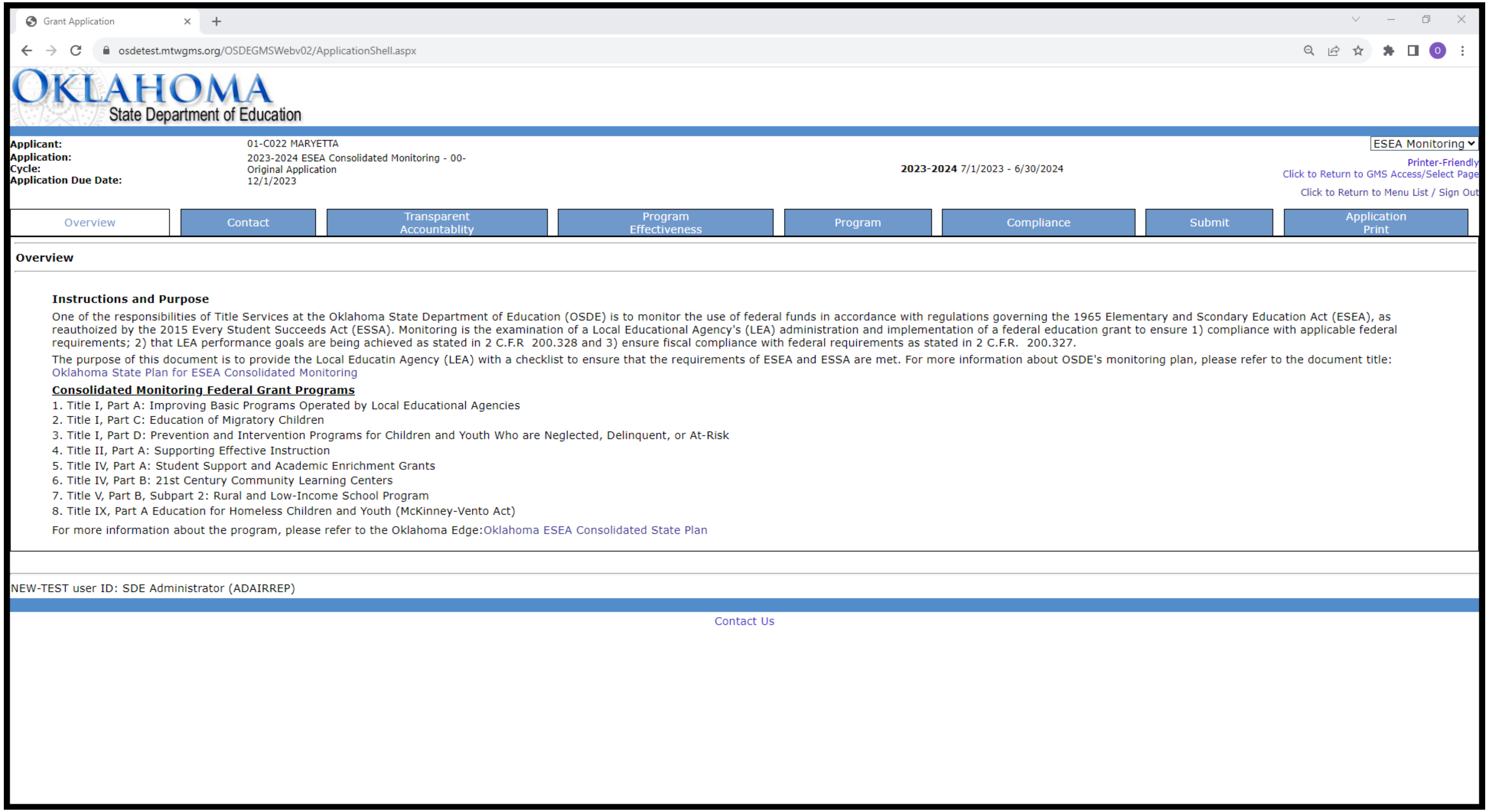
There currently aren't any Student Development applications created.

Teacher Recruitment and Retention

Application Name	Revision	Status	Date	Actions
Teacher Empowerment Program Proj 375	Amendment 1	Not Submitted		Open, Review, Payments

Available

Grants Management System (GMS)



Grant Application

osdetest.mtwgms.org/OSDEGMSWebv02/ApplicationShell.aspx

OKLAHOMA State Department of Education

Applicant: 01-C022 MARYETTA
Application: 2023-2024 ESEA Consolidated Monitoring - 00-
Cycle: Original Application
Application Due Date: 12/1/2023

2023-2024 7/1/2023 - 6/30/2024

ESEA Monitoring

Printer-Friendly
Click to Return to GMS Access/Select Page
Click to Return to Menu List / Sign Out

Overview | Contact | Transparent Accountablity | Program Effectiveness | Program | Compliance | Submit | Application Print

Overview

Instructions and Purpose

One of the responsibilities of Title Services at the Oklahoma State Department of Education (OSDE) is to monitor the use of federal funds in accordance with regulations governing the 1965 Elementary and Scondary Education Act (ESEA), as reauthoized by the 2015 Every Student Succeeds Act (ESSA). Monitoring is the examination of a Local Educational Agency's (LEA) administration and implementation of a federal education grant to ensure 1) compliance with applicable federal requirements; 2) that LEA performance goals are being achieved as stated in 2 C.F.R 200.328 and 3) ensure fiscal compliance with federal requirements as stated in 2 C.F.R. 200.327.

The purpose of this document is to provide the Local Educatin Agency (LEA) with a checklist to ensure that the requirements of ESEA and ESSA are met. For more information about OSDE's monitoring plan, please refer to the document title: Oklahoma State Plan for ESEA Consolidated Monitoring

Consolidated Monitoring Federal Grant Programs

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part C: Education of Migratory Children
3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk
4. Title II, Part A: Supporting Effective Instruction
5. Title IV, Part A: Student Support and Academic Enrichment Grants
6. Title IV, Part B: 21st Century Community Learning Centers
7. Title V, Part B, Subpart 2: Rural and Low-Income School Program
8. Title IX, Part A Education for Homeless Children and Youth (McKinney-Vento Act)

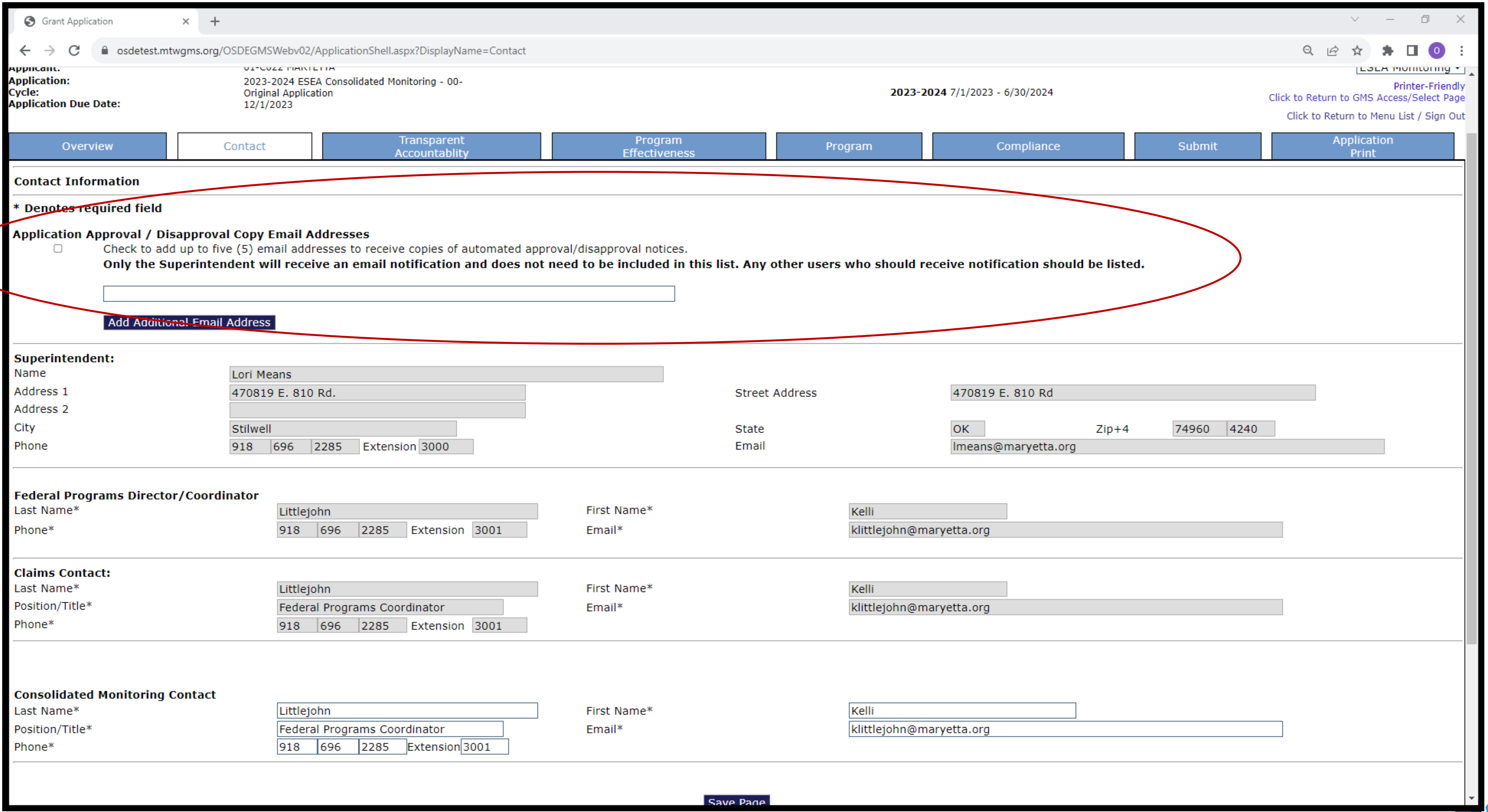
For more information about the program, please refer to the Oklahoma Edge: Oklahoma ESEA Consolidated State Plan

NEW-TEST user ID: SDE Administrator (ADAIRREP)

Contact Us

OKLAHOMA Education

Grants Management System (GMS)


Grant Application

osdetest.mtwgms.org/OSDEGMSWebv02/ApplicationShell.aspx?DisplayName=Contact

Applicant: 01-C022 MARIETTA

Application: 2023-2024 ESEA Consolidated Monitoring - 00-

Cycle: Original Application

Application Due Date: 12/1/2023

2023-2024 7/1/2023 - 6/30/2024

ESEA Monitoring

Printer-Friendly

Click to Return to GMS Access/Select Page

Click to Return to Menu List / Sign Out

Overview | Contact | Transparent Accountablity | Program Effectiveness | Program | Compliance | Submit | Application Print

Contact Information

*** Denotes required field**

Application Approval / Disapproval Copy Email Addresses

Check to add up to five (5) email addresses to receive copies of automated approval/disapproval notices.

Only the Superintendent will receive an email notification and does not need to be included in this list. Any other users who should receive notification should be listed.

Add Additional Email Address

Superintendent:

Name	Lori Means		
Address 1	470819 E. 810 Rd.	Street Address	470819 E. 810 Rd
Address 2			
City	Stilwell	State	OK Zip+4 74960 4240
Phone	918 696 2285 Extension 3000	Email	lmeans@maryetta.org

Federal Programs Director/Coordinator

Last Name*	Littlejohn	First Name*	Kelli
Phone*	918 696 2285 Extension 3001	Email*	klittlejohn@maryetta.org

Claims Contact:

Last Name*	Littlejohn	First Name*	Kelli
Position/Title*	Federal Programs Coordinator	Email*	klittlejohn@maryetta.org
Phone*	918 696 2285 Extension 3001		

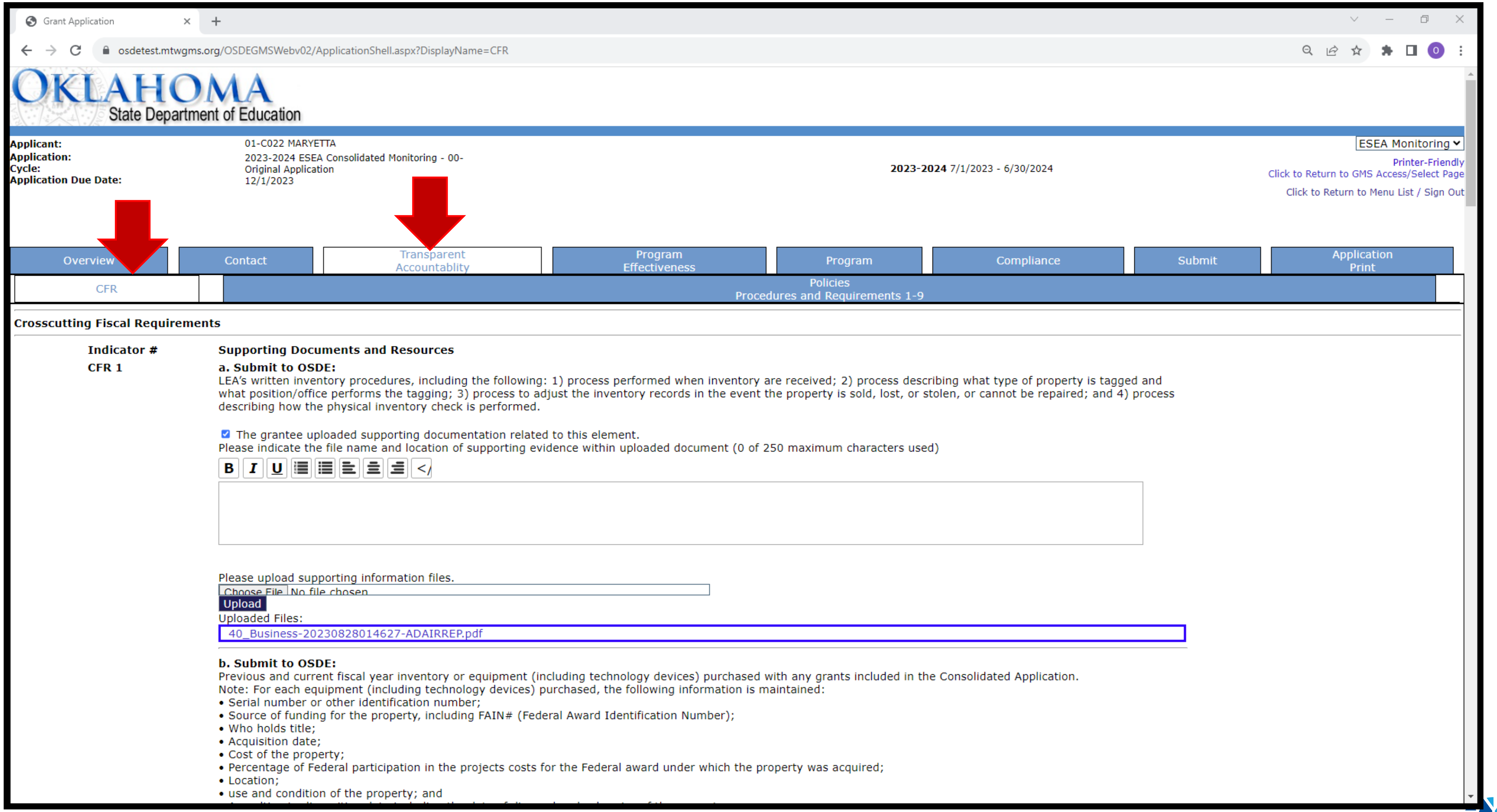
Consolidated Monitoring Contact

Last Name*	Littlejohn	First Name*	Kelli
Position/Title*	Federal Programs Coordinator	Email*	klittlejohn@maryetta.org
Phone*	918 696 2285 Extension 3001		

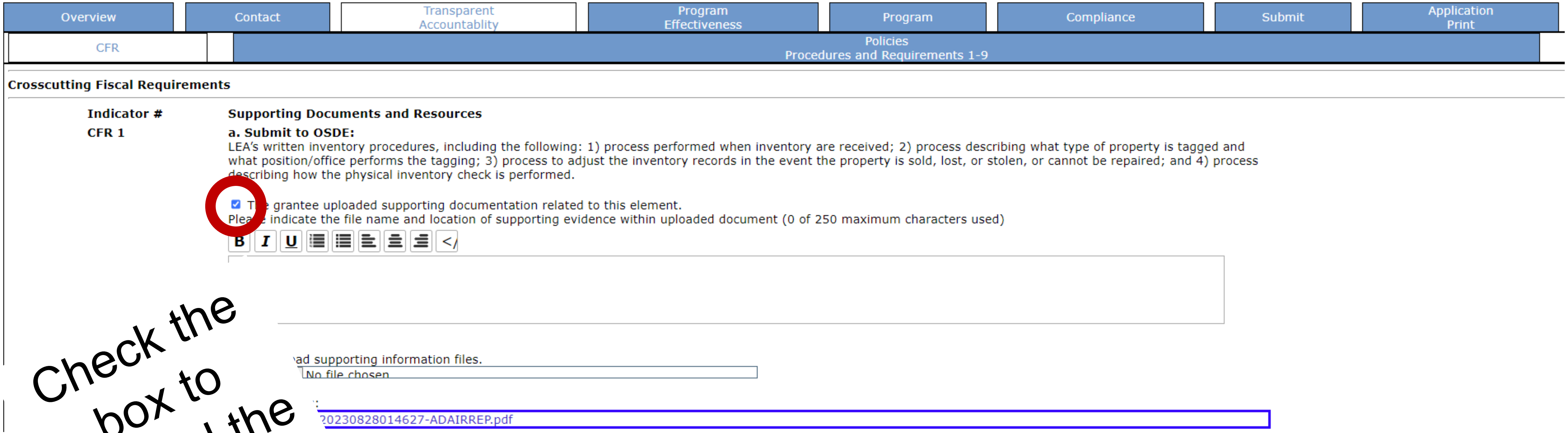
Save Page

OKLAHOMA Education

Grants Management System (GMS)



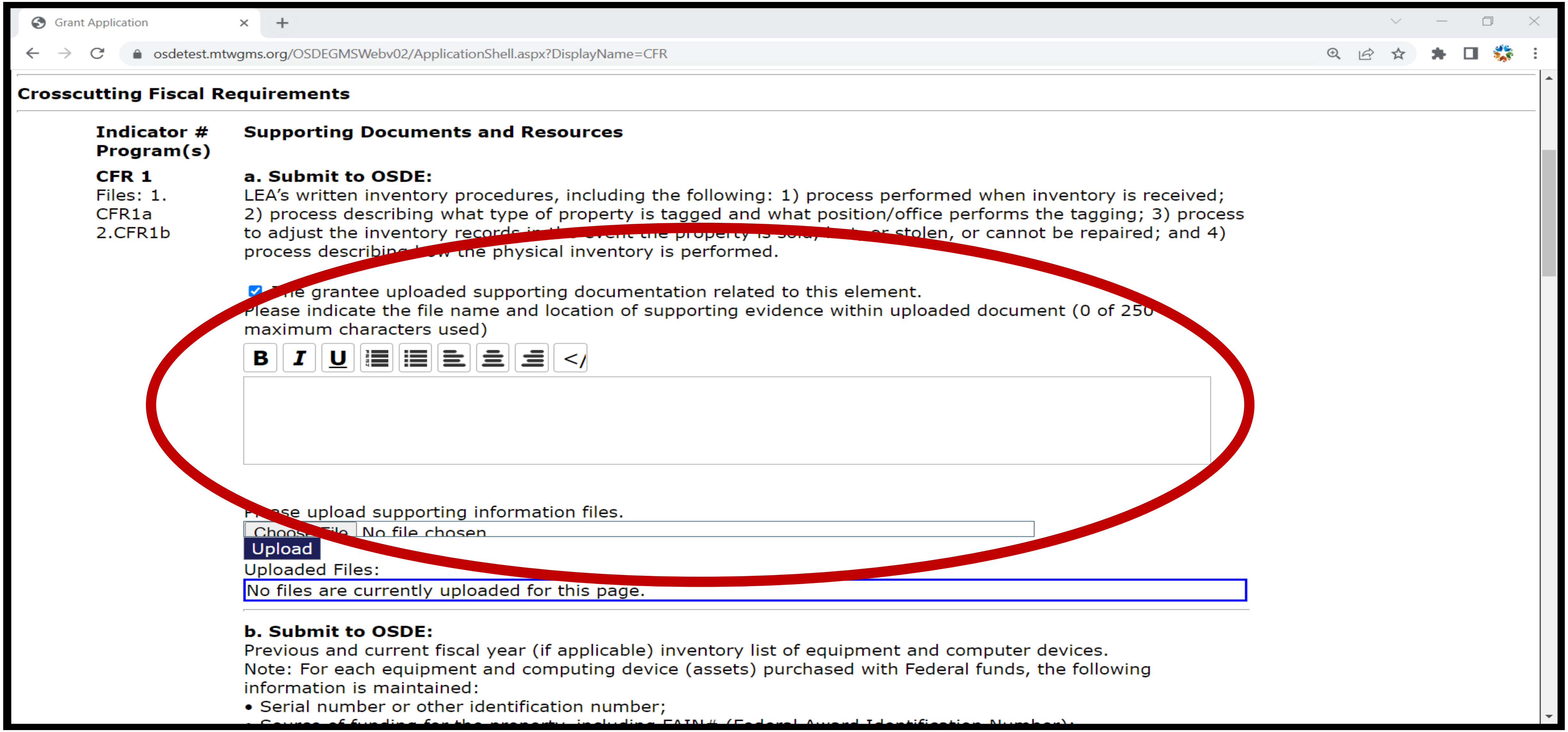
Grants Management System (GMS)



Check the box to expand the indicator for upload.

OKLAHOMA Education

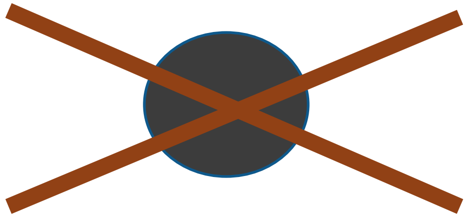
Grants Management System (GMS)



OKLAHOMA Education

Grants Management System (GMS)

- Allowable file types are Microsoft Word (.doc/.docx) and Adobe PDF.
- Files must be less than 10 MB in size.
- File name should not include special characters (this includes periods).
- Uploaded documents can’t be deleted.

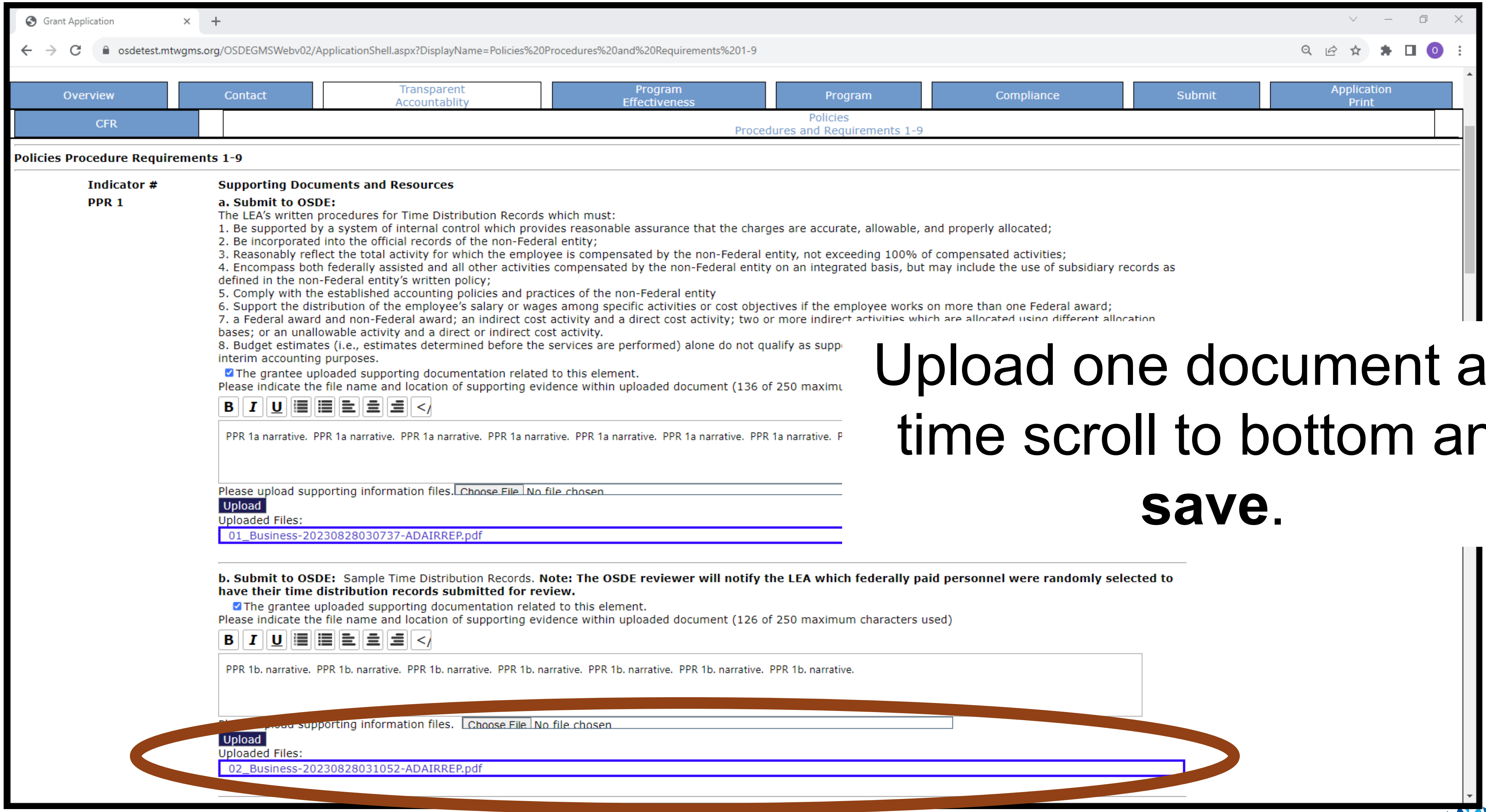


No periods
in file name.

Grants Management System (GMS)

- If the indicator requests a picture (.jpg or .png), paste the picture into a Word document.
- If there is any personal identifiable information (PII) on a document, redact the information before upload. Names, teacher numbers, student testing numbers are allowable. Social security number (SSN) and personal addresses are not allowable.

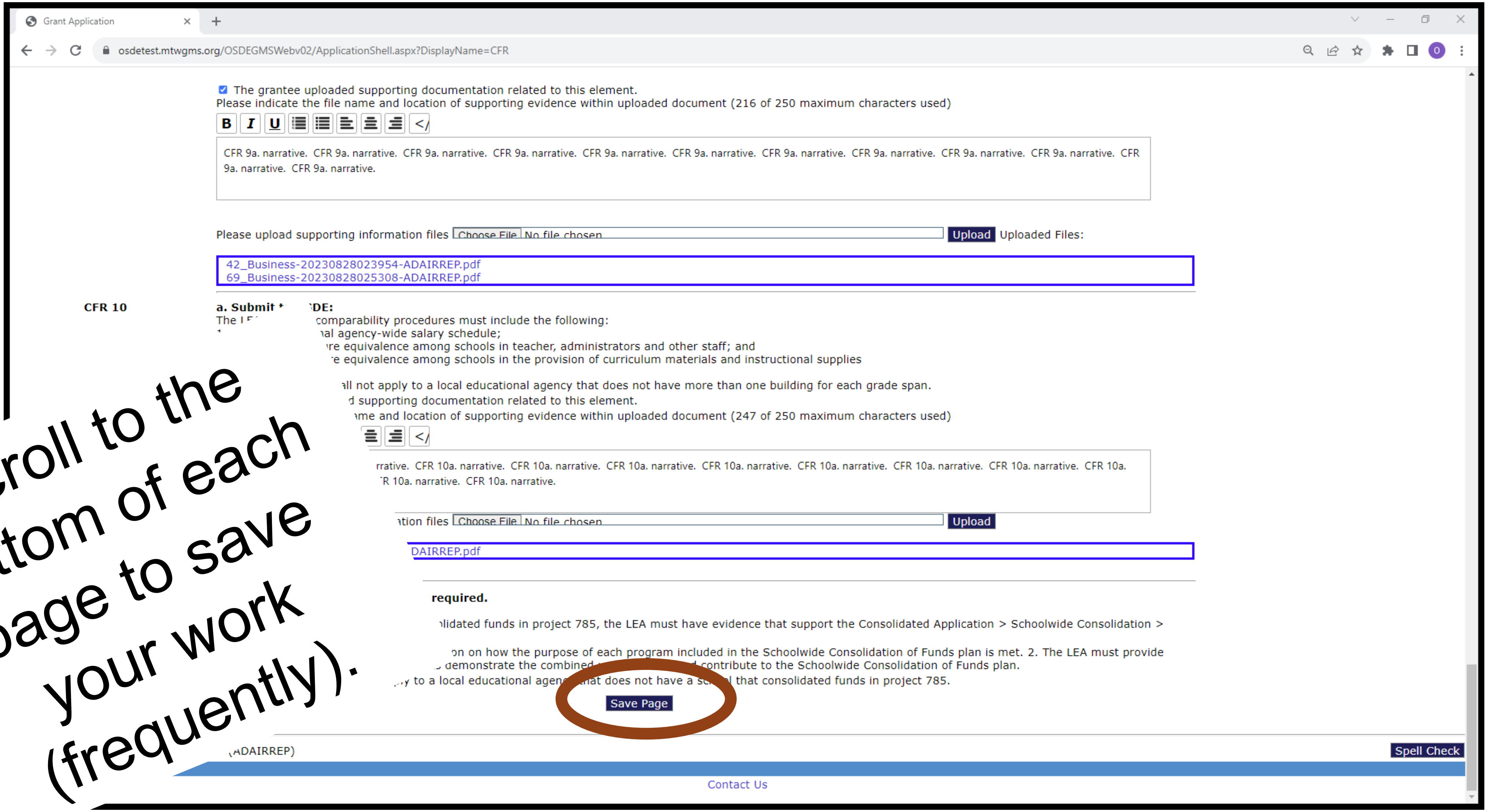
Grants Management System (GMS)



Upload one document at a time scroll to bottom and **save**.

OKLAHOMA Education

Grants Management System (GMS)



Scroll to the bottom of each page to save your work (frequently).

OKLAHOMA Education

Grants Management System (GMS)

CFR 9

a. Submit to OSDE: No submission required

If the LEA has provided Methodologies as supporting documentation with the Consolidated Application (CA), the reviewer will examine the documentation in the CA. If the LEA did not submit the methodology with the CA, please upload it for indicator CFR9.

Supplanting is no longer determined based on the individual cost of service paid with Title I, Part A funds. Supplanting is determined by the allocation of State and local resources to schools and whether such resouces are allocated without regard to a school's Title I status.

LEAs that meet one of the following criteria are not required to have a methodology:

- LEAs with one school site
- LEAs that serve all school sites with Title I funds
- A grade span that contains only, a single-school, non-Title I schools or Title I schools.

☑ The grantee uploaded supporting documentation related to this element.

Please indicate the file name and location of supporting evidence within uploaded document (216 of 250 maximum characters used)

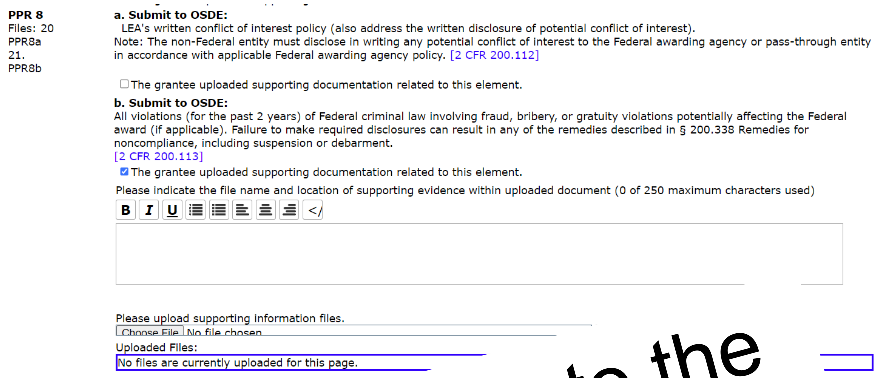
B I U </

CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative. CFR 9a. narrative.

Grants Management System (GMS)

As an added assurance the indicators have been reviewed for applicability the LEA will create a single letter (on letterhead and signed by the LEA superintendent) that contains a list of non-applicable indicators.

Example Public Schools has reviewed all indicators and found the following list to not be applicable at this time –
21PPR8b
etc.…


PPR 8
Files: 20
PPR8a
21.
PPR8b

a. Submit to OSDE:
LEA's written conflict of interest policy (also address the written disclosure of potential conflict of interest).
Note: The non-Federal entity must disclose in writing any potential conflict of interest to the Federal awarding agency or pass-through entity in accordance with applicable Federal awarding agency policy. [2 CFR 200.112]

☐ The grantee uploaded supporting documentation related to this element.

b. Submit to OSDE:
All violations (for the past 2 years) of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award (if applicable). Failure to make required disclosures can result in any of the remedies described in § 200.338 Remedies for noncompliance, including suspension or debarment.
[2 CFR 200.113]

☑ The grantee uploaded supporting documentation related to this element.

Please indicate the file name and location of supporting evidence within uploaded document (0 of 250 maximum characters used)

Please upload supporting information files.
Choose File No file chosen
Uploaded Files:
No files are currently uploaded for this page.

Upload the letter to the first indicator that is not applicable to the LEA.

Usually, indicator CFR9 is the first indicator that is not applicable.

OKLAHOMA Education

Grants Management System (GMS)

Upload the letter to the first indicator that is not applicable to the LEA.

YUKON PUBLIC SCHOOLS

Office of the Superintendent
600 Maple Street, Yukon, OK 73099
Ph: 405.354.2587 | ***Fax:*** 405.354.4208

December 5, 2022

Oklahoma State Department of Education
Attn: Office of Federal Programs

Re: FY23 Monitoring

The items listed below are considered Not Applicable for purposes of the current monitoring cycle:

21. PPR8b - No violations

28.SID6a, 29.SID6b, 30.SID6c, 31.SID7a, 52.PNASE14a, 53.PNASE14b, 54.PNASE14c, 55.PNASE15a, 57.PNASE17a, 58.PNASE17b, 59.PNASE18a, 60.PNASE19a, 61.PNASE19b, 76.PFE8a, 77.PFE8b, 78.PFE8c, 79.PFE9a, and 80.PFE9b – No Migrant Students

47.PNASE10c
87.ES3c
91.ES6a
92.ND1a - 106.ND13a
109.CR3a – NonPublic did not participate in CARES-GEERS/ESSER I funds
116.CR7b – Exemption Filed

120.CR10a – No construction

Respectfully,

Dr. W. Jason Simeroth

OKLAHOMA Education

Grants Management System (GMS)

Grant Application

osde.mtwgms.org/OSDEGMSWebv02/ApplicationShell.aspx?DisplayName=Specific%20Programs

Overview | Contact | Transparent Accountablity | Program Effectiveness | Program | Compliance | Submit | Application Print

Specific Programs | Title III Part A | Neglected, Delinquent or At-Risk | Migrant Education Program | Equitable Services | ESSER

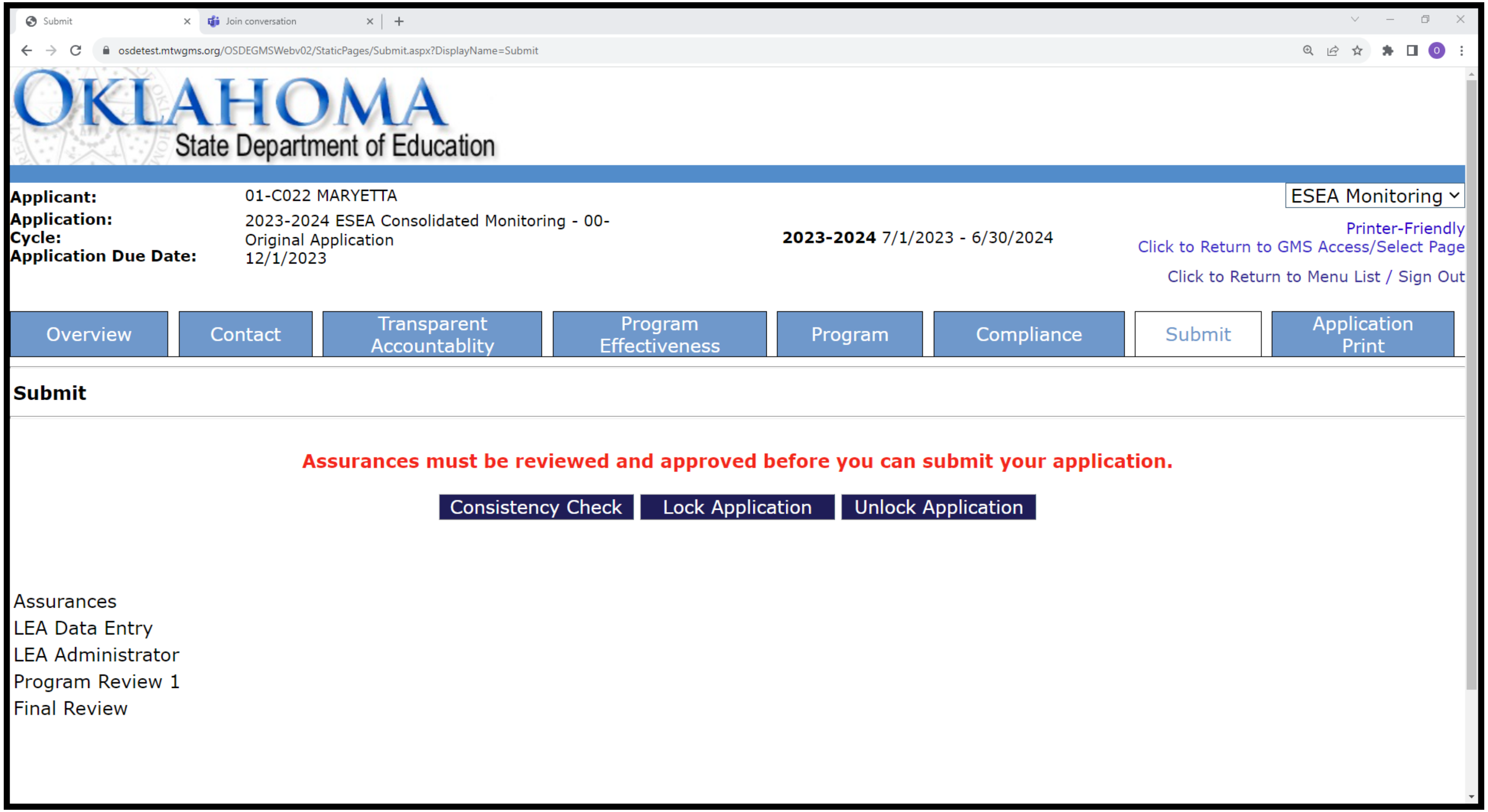
Specific Programs

Title II, Part A Supporting Effective Instructions (SEI)
Title IV, Part A Student Support Academic Enrichment Grants (SSAE)
Title V, Part B Small, Rural School Achievement Program (SRSA)
Title V, Part B Rural and Low-Income School Program (RLIS)

If an LEA transferred 100% of their Title II, Part A or Title IV, Part A funds through the funding transferability option or REAP, the district will not have to submit evidence for indicators SP3-SP7. However, if the LEA transferred less than 100% of their funds out of Title II, Part A or Title IV, Part A, the LEA must submit evidence for each applicable indicator.

OKLAHOMA Education

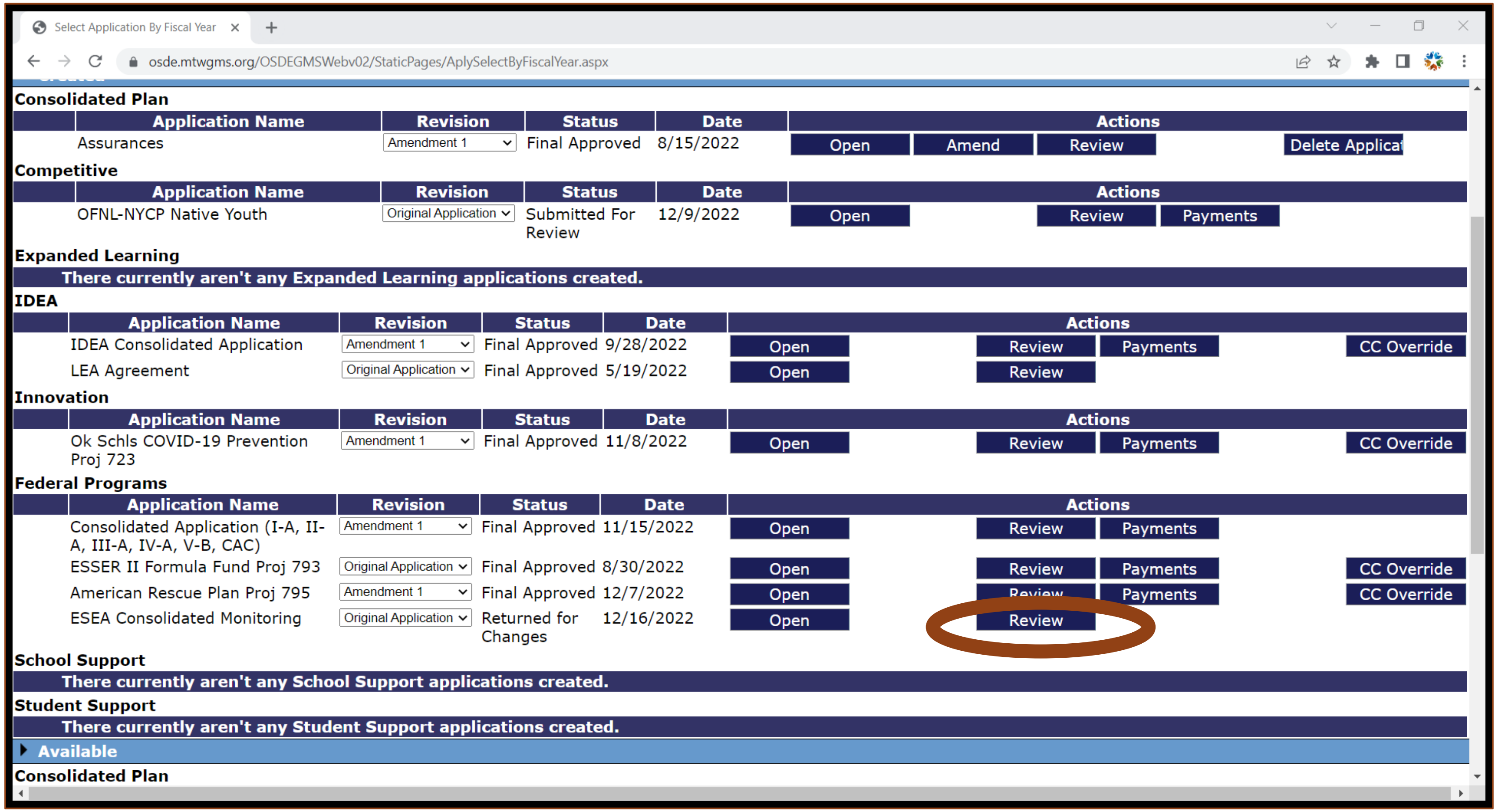
Grants Management System (GMS)



OKLAHOMA Education

Grants Management System (GMS)

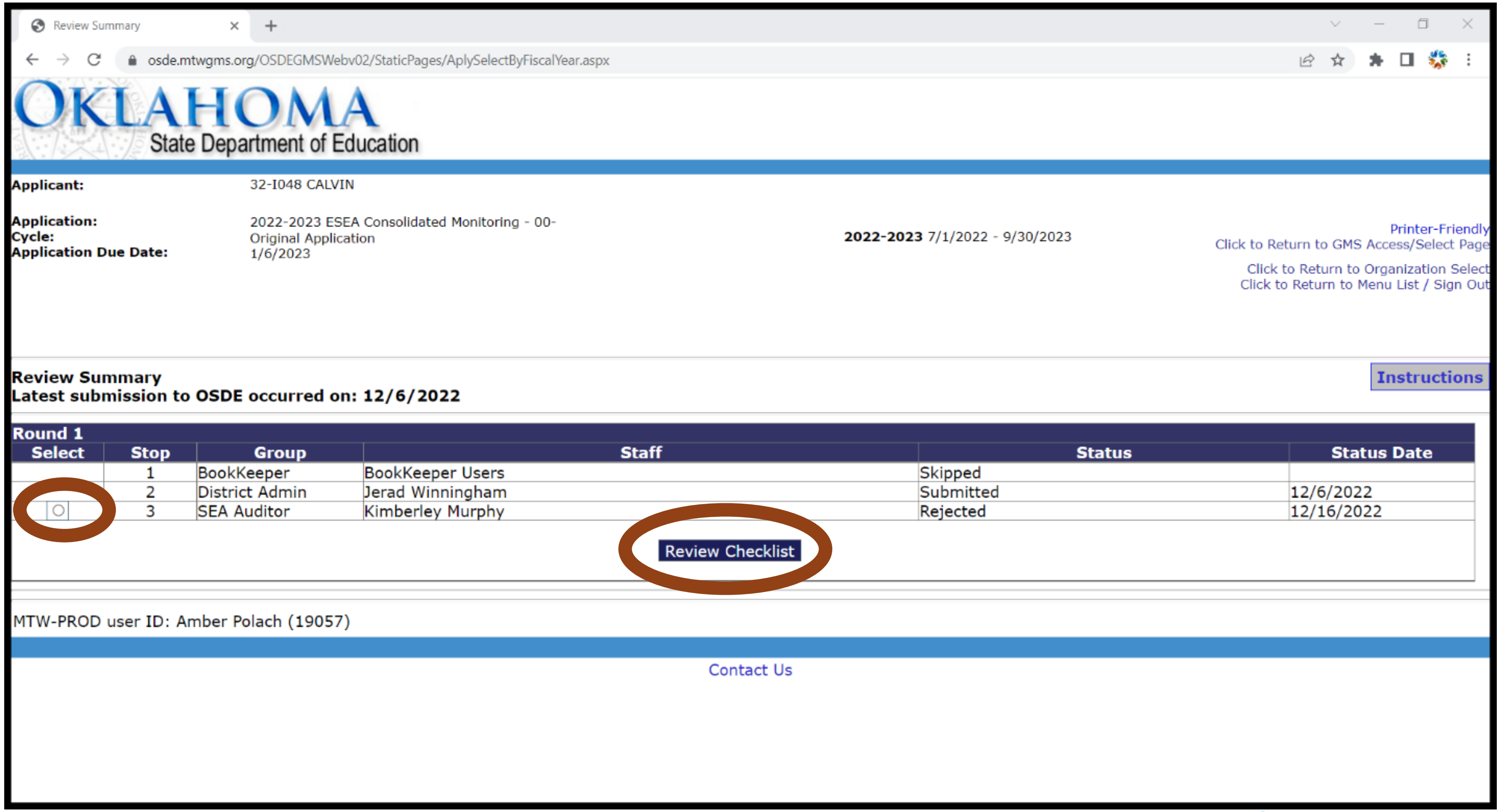
To review OSDE feedback. Select "Review" to the right of the ESEA Grant Performance Review application.



OKLAHOMA Education

Grants Management System (GMS)

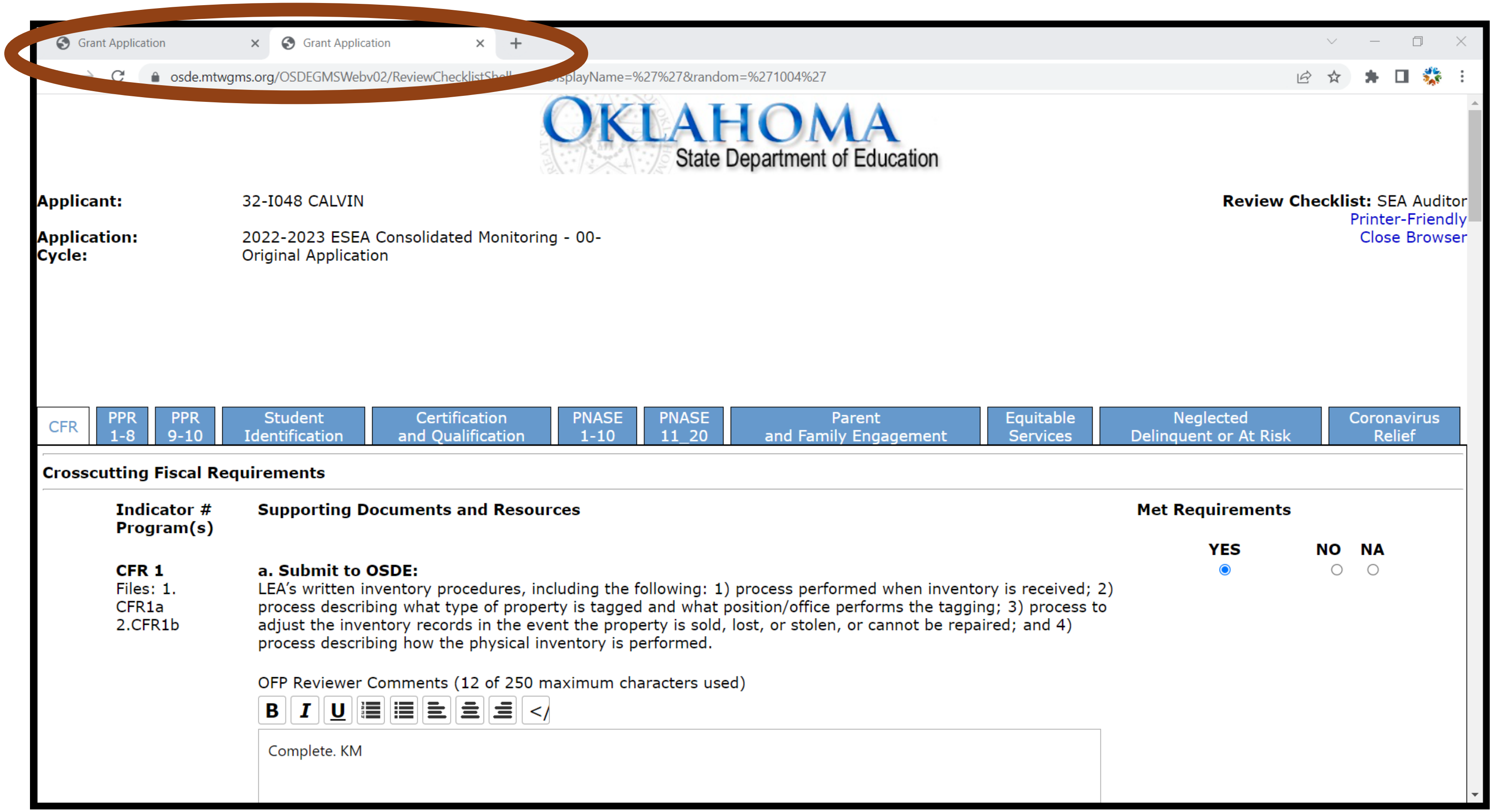
Select the radio button to the left of the name of the OSDE reviewer - then select the “Review Checklist” button.



OKLAHOMA Education

Grants Management System (GMS)

Make sure all pop-up blockers are off. Two tabs will open. The second tab will have the OSDE reviewer's comments by indicator.



OKLAHOMA Education

Grants Management System (GMS)

Grant Application | Grant Application

osde.mtwgms.org/OSDEGMSWebv02/ReviewChecklistShell.aspx?DisplayName=PNASE

Initial Review | Final Review | Summary Totals

CFR | Policies and Requirements | Student Identification | PNASE | Paraprofessional Req | Parent and Family Engagement | Programs

PNASE

Indicator #	1 - Action Required	2 - Met Requirements with Recommendation	3 - Met Requirements	4- Met Requirements with Commendation	0 - Indicator is not applicable	Total Points Awarded
PNASE 1	○	○	●	○	○	3
PNASE 1b	○	○	●	○	○	3
PNASE 2	○	○	●	○	○	3
PNASE 3	○	○	●	○	○	3
PNASE 4a	○	○	●	○	○	3
PNASE 4b	○	○	●	○	○	3
PNASE 4c	○	○	●	○	○	3
PNASE 5	○	○	●	○	○	3
PNASE 6	○	○	●	○	○	3
PNASE 7	○	○	●	○	○	3
PNASE 8	○	○	○	○	●	0
PNASE 9	○	○	○	○	●	0
PNASE 10a	○	○	●	○	○	3
PNASE 10b	○	○	●	○	○	3
					Total Score	36
Reviewer Comments:						

(408 of 5000 maximum characters used)

OKLAHOMA Education

Common Issues

Cross-Cutting Fiscal Requirements (CFR)

- CFR 1a Inventory

Supporting Documents and Resources
a. Submit to OSDE: LEA's written inventory procedures The procedures must include the following information: 1. process performed when items are received; 2. process describing what type of property is tagged and what position/office performs the tagging; 3. process to adjust the inventory records in the event the property is sold, lost, or stolen, or cannot be repaired; 4. process describing how the physical inventory check is performed; and 5. the process for disposition of items.

OKLAHOMA Education

Cross-Cutting Fiscal Requirements (CFR)

Inventory

- Previous and current fiscal year
- Recommendation – use the rules for inventorying equipment for supplies and materials as well
- Recommendation – useful life less than a year do not include on inventory
- District must define their process in CFR1a

Cross-Cutting Fiscal Requirements (CFR)

- Equipment = tangible item, useful life of more than one year, and an acquisition cost of $10,000 (previously $5,000) or more per unit [2 C.F.R. Part 200.1]

Cross-Cutting Fiscal Requirements (CFR)

- Supply = tangible property other than equipment 2 C.F.R. 200.1
- Computing devices = supply (if under $9,999.99) 2 C.F.R. 200.1

OKLAHOMA Education

Cross-Cutting Fiscal Requirements (CFR)

- After meeting the requirements to inventory equipment of 2 C.F.R. 200.313(d), the CFR offers a general statement **“the LEA must maintain control over all purchases.”**

The way to “maintain control” is determined by the LEA creating their own **inventory procedures** and following them.

Cross-Cutting Fiscal Requirements (CFR)

- Pilferable (Walkable) Items - A January 2010, audit report by the Office of Inspector General (OIG) on the State of Pennsylvania's Philadelphia Title I programs indicated that a large number of what was termed as pilferable items were not included on any inventory report. Pilferable items are defined as those items that may be easily be lost or stolen. There has been significant advancement in technology and many significant technology items are now available for well under $5,000 per unit cost. As a result of the OIG 2010 Philadelphia Audit Report, items considered to be pilferable items and purchased with federal funds must now be included on any inventory report. Pilferable items include, but not limited to: cell phones, iPads, tablets, iPods, graphing calculators, software, projectors, cameras, camcorders, DVD players, computer equipment, and televisions

Cross-Cutting Fiscal Requirements (CFR)

- OTS cannot impose any other record retention requirements beyond what is required in [2 C.F.R. 200.334]
  - 3 years beyond the date of submission for the final expenditure report
- OTS recommends that records are kept for more than three years five years based on the fact that the statute of limitations for any misspent funds applies for five years after the grant performance period ends.

OKLAHOMA Education

Cross-Cutting Fiscal Requirements (CFR)

- If the inventoried item is still in use, keep the item on inventory until disposition.
- After disposition, keep the item on the inventory for a minimum of three years from the disposition date OR five years beyond when the performance period of the funding source has ended.

OKLAHOMA Education

Cross-Cutting Fiscal Requirements (CFR)

2022-02 During our audit of equipment and technology purchased, we noted that although an inventory tracking system had been put in place for items purchased, it had not been implemented sufficiently to allow all technology and equipment to be placed into the inventory. We also noted that some equipment purchased with federal funds was not properly labeled as required by the federal program guidelines. A district wide inventory should be in place and utilized so that purchased equipment can be identified and located at all times.

Independent Auditor of an Oklahoma Public School

Cross-Cutting Fiscal Requirements (CFR)

- CFR 1b Inventory

b. Submit to OSDE: Previous and current fiscal year inventory of supplies, materials, and equipment purchased with any grant funds included in the Consolidated Application

OKLAHOMA Education

Policies, Procedures, and Requirements (PPR)

- PPR 1a and 1b Time Distribution Records (TDR)
  - Salary single funding source (usually single cost objective or job) use semi-annual certification.
  - Salary multiple funding sources (usually multiple cost objectives or job) must use a monthly personnel activity report.

OKLAHOMA Education

Policies, Procedures, and Requirements (PPR)

- OTS is procedurally required to collect a sample TDR for those individuals that are federally funded.
- School Personnel Records – used to generate a sample of individuals
  - If it is an even fiscal year – OTS requests the TDR for the individuals on the list in the even rows (spreadsheet). In an odd fiscal year, OTS will request the TDR for the individuals in the odd rows (spreadsheet).

OKLAHOMA Education

Program Needs Assessment, Services, and Evaluation (PNASE)

- Indicators for students experiencing homelessness – the district must have all the documentation even if there are not any students currently identified.

OKLAHOMA Education

Parent and Family Engagement (PFE)

- Flexibility Available - Single-site districts may choose to combine their district and school-level policies or a district that only serves one school site may combine their district and school-level policies.

All required components of both policies must be included in a single document to be compliant.

Parent and Family Engagement (PFE)

Indicators PFE3 and PFE4

Elementary and Secondary Education Act (ESEA)
Consolidated Monitoring Application
Checklist By Indicator

Parent and Family Engagement Policies District and Site Checklist

Title I, Part A of the Every Student Succeeds Act (ESSA) requires local education agencies (LEAs), or districts, to develop a written parent and family engagement policy and support the development of school-level parent involvement policies and programs. These policies describe the means for carrying out the activities required by ESSA to involve families in the academic achievement of their students.

Single-site districts may combine their district and school-level policies or districts may have multiple schools adopt the district-level policy as the school policy; however, all required components of both policies must be included in a single document to be compliant.

	Complete
Is the district's name included on the document?	
Is the policy approved by the local board of education?	
Does the district have evidence that the policy(ies) is/are distributed to parents/guardians?	
Does the district have evidence that the policy(ies) is/are evaluated each year?	
The district-level parent and family engagement policy must include the following:	
1. **How parents and families contribute to the design of the parent involvement activities in the Consolidated District Academic Plan (CDAP) and the Schoolwide and/or Targeted Assistance Plan** Describe how parents and family members are involved in the planning, review and improvement of the LEA's parent and family engagement expectations and objectives as incorporated into the Consolidated District Academic Plan (CDAP) and the Schoolwide and/or Targeted Assistance Plan. *(ESSA Section 1116(a)(2)(A)*	

2. **How the Title I parent and family engagement activities coordinated with other grants** State how the district coordinates and integrates parent and family engagement strategies with other federal, state, and local laws and programs. (ESSA Section 1116(a)(2)(C))	
3. **How the district trains school staff on how to plan and implement school-level engagement activities that are related to student achievement** Include how the district provides technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. (ESSA Section 1116(a)(2)(B))	
4. **What the LEA does to connect parents and families to the school-level engagement activities** Include how the district involves parents and family members in the activities of the schools, which may include establishing a parent advisory board for the purpose of developing, revising and reviewing the parent and family engagement policy. (ESSA Section 1116(a)(2)(F))	
5. **How the engagement program is evaluated, with parents, for effectiveness** The evaluation must determine if the engagement policy and activities named in the policy are helping families participate in their children's academic success, and what could be added or changed to improve parental involvement. The evaluation process must identify what is keeping parents from participating, what they need to participate, and strategies to support more participation. (ESSA Section 1116(a)(2)(D)(i-iii)) To be identified in the evaluation process: a. **Barriers to greater participation** by parents and family members, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; b. **The needs of parents and family members** to assist with the learning of their children, including engaging with school personnel and teachers; and c. **Strategies to support** successful school and family interactions.	
6. **How the results of the policy evaluation are used to improve engagement** Include how the district uses the findings of the annual evaluation to design evidence-based strategies for more effective parent and family involvement, and revise, if necessary, the parent and family engagement policy. *(ESSA Section 1116(a)(2)(E)*	
The school-level parent and family engagement policy must include the following:	

OKLAHOMA Education

Parent and Family Engagement (PFE)

1. How parents can be involved in designing the school-level policy
Describe how parents and family members will be involved in the planning, review and improvement of the school's parent and family engagement policy. *(ESSA Section 1116(c)(3))*

2. Offering multiple meetings and activities at flexible times with assistance for parents to attend
Indicate that the school will offer a flexible number of parent and family meetings and that Title I funds may be used to pay for transportation, childcare, or home visit expenses to enable parent involvement. *(ESSA Section 1116(c)(2))*

3. Annual Title I Meetings at the schools
Indicate that an annual meeting will be held by the school to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. *(ESSA Section 1116(c)(1))*

4. Informing parents of the educational program of the school
Describe how the school will provide parents and family members of participating children:
a. timely information about the Title I program (ESSA Section 1116(c)(4)(A)); and
b. descriptions and explanation of: the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116(c)(4)(B)); and
c. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(C))

5. Ensuring participation of families with limited English proficiency
Describe how the district and schools to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand. *(ESSA Section 1116(f))*

6. Parent involvement in the schoolwide program planning process
For schools operating a schoolwide Title I program, describe how the school involves parents and family members in the joint development of the schoolwide program plan. *(ESSA Section 1116(c)(3))*

7. Parent opinions of the schoolwide program and plan
For schools operating a schoolwide Title I program, state how parents of participating students may comment on the schoolwide plan if the plan is not satisfactory. *(ESSA Section 1116(c)(5))*

Oklahoma Education | Oklahoma State Department of Education
Elementary and Secondary Education Act (ESEA) Consolidated Monitoring Application Checklist By Indicator 3

8. School-Parent Compacts
State that a school-parent compact was jointly developed with family members to (1) outline how parents, school staff and students share in the responsibility for improved student achievement and (2) describe how the school and parents will build and develop a partnership to help children achieve standards.
School commitments *(ESSA Section 1116(d)(1))*
Describe the school's responsibility to provide:
a. High-quality curriculum and instruction; and
b. A supportive and effective learning environment
Opportunities for parents *(ESSA Section 1116(d)(1))*
Describe the ways parents can support their children's learning:
a. Volunteering in their child's classroom; and
b. Participating in decisions relating to the education of their children and positive use of extracurricular time
Communication with parents *(ESSA Section 1116(d)(2))*
Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
a. Parent-teacher conferences in schools, at least twice a school year, during which the compact shall be discussed as the compact relates to the individual child's achievement;
b. Frequent reports to parents on their children's progress;
c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
d. Ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

9. Building Capacity for Involvement *(ESSA Section 1116(e)(1-5 and 14))*
Include that each school, with the LEA's support, shall:
a. **Provide assistance to parents in understanding:**
- The district's academic standards,
- The district's academic assessments
- The requirements of Title I, Part A for schools and districts
- How to monitor their child's progress
- How to work with educators to improve the achievement of their children

b. **Provide materials and training to help parents to work with their children** to improve their children's achievement, such as literacy training and using technology
c. **Educate school staff, with the assistance of parents:**
- In the value and utility of contributions of parents
- In how to reach out to, communicate with, and work with parents as equal partners,
- In how to implement and coordinate parent programs
- How to build ties between parents and the school

Oklahoma Education | Oklahoma State Department of Education
Elementary and Secondary Education Act (ESEA) Consolidated Monitoring Application Checklist By Indicator 4

d. **Coordinate and integrate parent involvement programs with other federal, state, and local programs**, including preschool programs

e. **Conduct other activities to support parents** in more fully participating in the education of their children (i.e., parent resource centers)

f. Ensure that information related to parent programs is sent to the parents of participating children in **a format and language the parents can understand**

g. **Provide such other reasonable support for parental involvement activities** as parents may request.

OKLAHOMA Education

Paraprofessional Requirements (PR)

OAC 210:20-9-102 effective 7-25-2019

- PR 1
- All paraprofessionals (regardless of salary funding source) must have acceptable credentials.

PR 1	The LEA will ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. *ESSA, Section 1111 (g)(2)(J)* Note: This indicator is applicable to all Schoolwide and Targeted Assistance Programs.	**a. Submit to OSDE**: Credentials for paraprofessionals working in all Title I, Part A sites, regardless of the funding source of their salaries. Acceptable credentials are: • ParaPro Assessment (score 455+) • WorkKeys Assessment (bronze +) • Associates degree or higher • 48 credit hours completed at an accredited institution of higher education • OSDE Paraprofessional Credential Note: The OSDE reviewer will notify the LEA which paraprofessionals were randomly selected to have their credential records submitted for review.

OKLAHOMA Education

Paraprofessional Requirements (PR)

ParaPro Assessment by ETS – passing score must be at least a 455

ETS
Listening. Learning. Leading.

ParaPro Assessment

Test Scores

Close this window

The test has been completed. These are your unofficial scores, which you may print for your own records.

Candidate Name : [redacted]

School District :

Test Completed : **17:22:59**

Content Categories	Your Score
Reading Skills and Knowledge	11 out of 15
Application of Reading Skills and Knowledge to Classroom Instruction	9 out of 10
Mathematics Skills and Knowledge	7 out of 14
Application of Mathematics Skills and Knowledge to Classroom Instruction	6 out of 11
Writing Skills and Knowledge	9 out of 15
Application of Writing Skills and Knowledge to Classroom Instruction	9 out of 10
Scaled Score	464

OKLAHOMA Education

Paraprofessional Requirements (PR)

ParaPathways Assessment

- Passing score of 332 on the reading and writing section.
- Passing score of 334 on the mathematics section.

Paraprofessional Requirements (PR)

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--------------------Transcript Totals-------------------
                EHRS        GPA-HRS      POINTS       GPA
     OCCC:     68.00         56.00       189.00      3.3750
  Transfer:    41.00         69.00       115.00      1.6666
-----------------CONTINUE ON NEXT COLUMN-----------------
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Transcript
48 hours
+

Page 1 of 2

ACT WorkKeys *Skill Report*

Examinee:
Realm: MetroTech

Examinee ID**:
Report Date: Mar 9, 2023

Manifest Name	Test Date	Level Score	Possible Range	Scale Score	Possible Range
WorkKeys Applied Math	03/09/2023	5	<3 - 7	82	65 - 90
WorkKeys Workplace Documents	03/09/2023	6	<3 - 7	84	65 - 90
WorkKeys Graphic Literacy	03/09/2023	6	<3 - 7	83	65 - 90

WHAT YOUR SCORES MEAN

WorkKeys Applied Math:
You scored at Level 5. People who score at Level 5 have demonstrated all of the Levels 3 and 4 skills. They also have demonstrated the following skills to:

- Decide what information, calculations, or unit conversions to use to find the answer to a problem.
- Add and subtract fractions with unlike denominators (such as ½ - ¼).
- Convert units within or between systems of measurement (e.g., time, measurement, quantity) where the conversion factor is given either in the problem or in the formula sheet.
- Solve problems that require mathematical operations using mixed units (such as adding 6 feet and 4 inches to 3 feet and 10 inches, or subtracting 4 hours and 30 minutes from 3.5 hours).
- Identify the best deal using one- or two-step calculations that meet the stated conditions.
- Calculate the perimeter or circumference of a basic shape, or calculate the area of a basic shape.
- Calculate a given percentage of a given number and then use that percentage to find the solution to a problem (e.g., find the percentage and then use it to find the discount, markup, or tax).
- Identify where a mistake occurred in a calculation (such as identifying the row in a spreadsheet where a problem occurred).

WorkKeys Workplace Documents:
You scored at Level 6. People who score at Level 6 have demonstrated all of the Levels 3, 4, and 5 skills. They also have the skill to read and comprehend longer workplace documents written in lengthy, complex sentences that use advanced vocabulary including unfamiliar words, jargon, and acronyms where the meaning is often implied. In reading these documents, they are able to:

- Infer implied details
- Infer the meaning of an acronym, jargon, or technical term from context
- Apply information/instructions to a situation not directly described in the document or to a completely new situation
- Apply principles inferred in a passage to a situation not directly described in the document or to a completely new situation
- Identify the rationale behind an entire document or a section of a document

ACT WorkKeys
Bronze Level

OKLAHOMA Education

Paraprofessional Requirements (PR)

This certificate means that the individual has submitted the evidence to the Oklahoma State Department of Education (OSDE) via the Office of Teacher Certification.


Department of Education

State of Oklahoma

GREAT SEAL OF THE STATE OF OKLAHOMA 1907

THIS CERTIFIES THAT

Has successfully completed the requirements for a Paraprofessional Tier 1 CREDENTIAL in the State of Oklahoma.

Issued: 08/01/2022

DATE

JOY HOFMEISTER, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

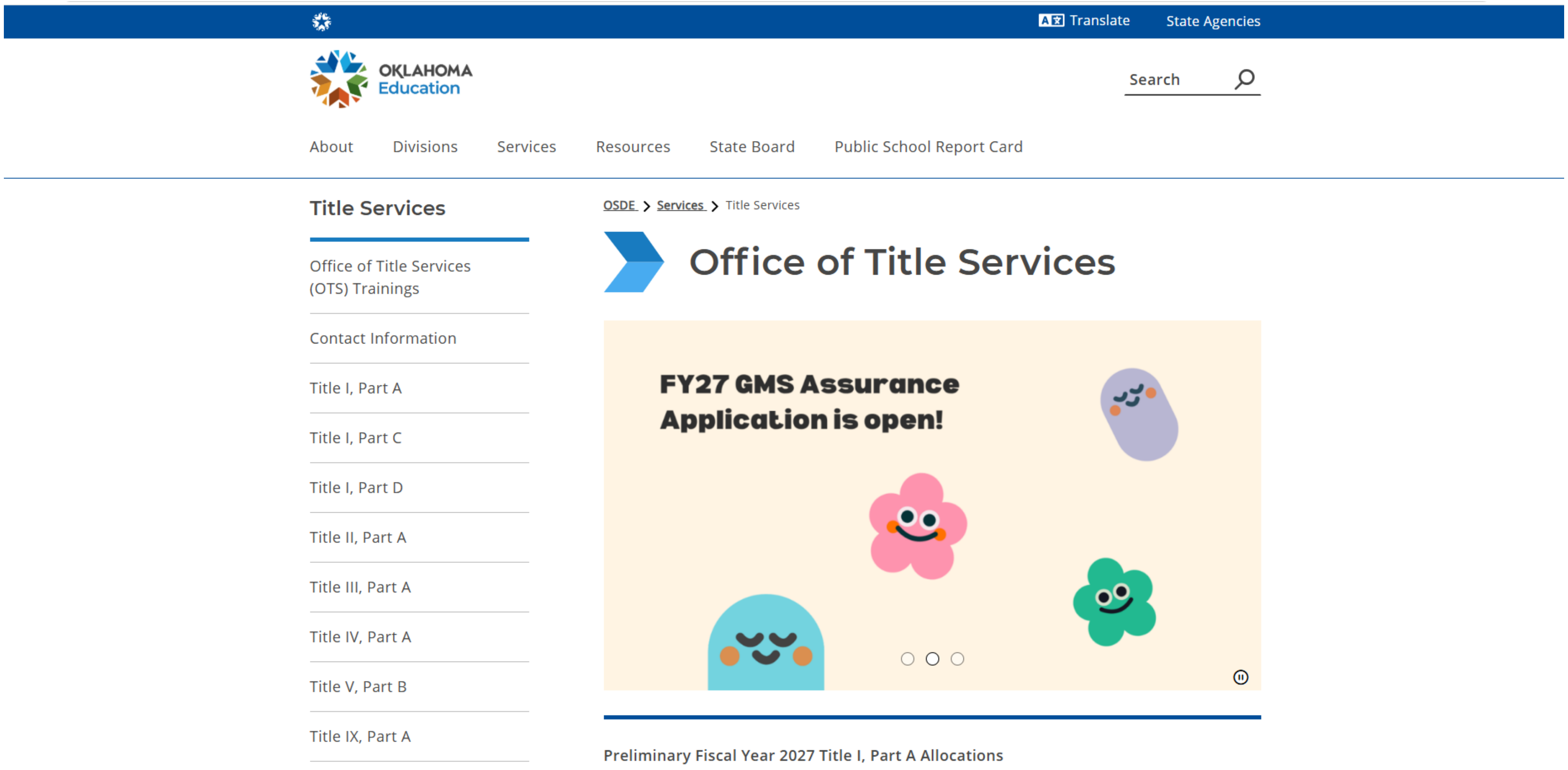
General Tips

- Update any links to the district's website in documents
- Tell your story
  - Who, what, when, where, why, how, how often
  - Beginning, middle, end – cyclical process
- Know your system
  - Reviewing schools (larger districts)
  - Management controls
  - Internal controls
  - Program evaluation

General Tips

- Verbal rehearsal with team before visit (if applicable)
- Every system can use improvement
- Importance of written policies and procedures (step-by-step to go along with each policy)
- Impact of significant staff turnover
- Articulate the structure of your office and the impact on fiscal processes (office and district organizational chart)

Office of Title Services (OTS) Webpage



Contact Information

Phone: (405) 521-6850

Email: FirstName.LastName@sde.ok.gov

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Website: Office of Title Services

OKLAHOMA Education