

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

OKLAHOMA



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

2.1 ACCOUNTABILITY

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
OKLAHOMA	All students	S	52404	80.8
OKLAHOMA	American Indian or Alaska Native	S	7439	80.3
OKLAHOMA	Asian	S	1077	85
OKLAHOMA	Native Hawaiian or Other Pacific Islander	S	182	69
OKLAHOMA	Black or African American	S	4746	75.0
OKLAHOMA	Hispanic or Latino	S	8882	76.5
OKLAHOMA	White	S	26121	82.8
OKLAHOMA	Two or more races	S	3957	84.1
OKLAHOMA	Children with Disabilities (IDEA)	S	6338	88.1
OKLAHOMA	English Learners	S	2624	84
OKLAHOMA	Economically disadvantaged students	S	22932	87.2
OKLAHOMA	Children in foster care	S	147	58
OKLAHOMA	Children who are homeless	S	1669	66

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
OKLAHOMA	Children with disabilities (IDEA)	77542
OKLAHOMA	English learners	49951
OKLAHOMA	Homeless students	17100
OKLAHOMA	Migrant students	358

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
OKLAHOMA	American Indian or Alaska Native	69408
OKLAHOMA	Asian	6104
OKLAHOMA	Black or African American	43688
OKLAHOMA	Hispanic or Latino	95376
OKLAHOMA	Native Hawaiian or Other Pacific Islander	2158
OKLAHOMA	Total	474751
OKLAHOMA	Two or more races	46059
OKLAHOMA	White	211958

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	33377	59	27	2	33465
OKLAHOMA	Age Birth through 2	124	14	0	0	138
OKLAHOMA	Grade 1	42420	513	63	69	43065
OKLAHOMA	Grade 10	21984	246	337	44	22611
OKLAHOMA	Grade 11	20084	222	255	34	20595
OKLAHOMA	Grade 12	18046	211	77	10	18344
OKLAHOMA	Grade 2	40535	479	67	85	41166
OKLAHOMA	Grade 3	40799	435	113	73	41420
OKLAHOMA	Grade 4	40490	408	126	66	41090
OKLAHOMA	Grade 5	41157	334	137	87	41715
OKLAHOMA	Grade 6	36681	521	201	107	37510
OKLAHOMA	Grade 7	34746	488	259	93	35586
OKLAHOMA	Grade 8	33624	403	323	101	34451
OKLAHOMA	Grade 9	23114	272	403	54	23843
OKLAHOMA	Kindergarten	42719	384	56	43	43202
OKLAHOMA	Total	469900	4989	2444	868	478201
OKLAHOMA	Ungraded	0	0	0	0	0

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

FAQs on Child Count:

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
<p>In school year 2019-20, Oklahoma provided technical assistance visits to Merritt Public Schools (stateid=38-I004 ncesid=40119800). Through these visits, it was determined that Merritt’s Migrant program was not correctly identifying students according to the federal Guidance and therefore, the SEA determined that the program would need to cease. In addition, after providing technical assistance and re-interviews at all Migrant districts of all parents and/or OSYs, a couple of LEAs were found to have a student or two that were not eligible. Lastly, the spread of COVID19 also impacted ID&R at all districts. These reasons all go together to account for some of the decrease in numbers from the previous performance period. In order to make sure that the remaining Migrant LEAs were identifying students correctly, the SEA offered several technical assistance opportunities from face-to-face meetings, videoconferences, emails containing resources pertaining to this issue and registration information for national conferences and webinars pertaining to ID&R. In addition, the SEA offered a formal two-day training with Mike Tool regarding ID&R and how to properly identify students and OSY. The SEA has also developed and will require all Migrant LEAs to follow, an "ID&R Manual."</p>

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
OKLAHOMA	Age 3 through 5 (Not Kindergarte	33
OKLAHOMA	Kindergarten	26
OKLAHOMA	Grade 1	17
OKLAHOMA	Grade 2	26
OKLAHOMA	Grade 3	23
OKLAHOMA	Grade 4	19
OKLAHOMA	Grade 5	24
OKLAHOMA	Grade 6	19
OKLAHOMA	Grade 7	20
OKLAHOMA	Grade 8	18
OKLAHOMA	Grade 9	18
OKLAHOMA	Grade 10	26
OKLAHOMA	Grade 11	17
OKLAHOMA	Grade 12	10
OKLAHOMA	Ungraded	0
OKLAHOMA	Out of school	11
OKLAHOMA	Total	307

2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
In school year 2019-20, Oklahoma provided technical assistance visits to Merritt Public Schools (stateid=38-I004 ncesid=40119800). Through these visits, it was determined that Merritt's Migrant program was not correctly identifying students according to the federal Guidance and therefore, the SEA determined that the program would need to cease. In addition, after providing technical assistance and re-interviews at all Migrant districts of all parents and/or OSYs, a couple of LEAs were found to have a student or two that were not eligible. Lastly, the spread of COVID19 also impacted the summer programs. All districts would normally serve Migrant students during the summer, were suddenly shut down and no services were provided, per the local district superintendents. These reasons all go together to account for some of the decrease in numbers from the previous performance period. In order to make sure that the remaining Migrant LEAs were identifying students correctly, the SEA offered several technical assistance opportunities from face-to-face meetings, videoconferences, emails containing resources pertaining to this issue and registration information for national conferences and webinars pertaining to ID&R. In addition, the SEA offered a formal two-day training with Mike Tool regarding ID&R and how to properly identify students and OSY. The SEA has also developed and will require all Migrant LEAs to follow, an "ID&R Manual."

2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
OKLAHOMA	Age Birth through 2	13

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	8
OKLAHOMA	Kindergarten	9
OKLAHOMA	Grade 1	2
OKLAHOMA	Grade 2	6
OKLAHOMA	Grade 3	10
OKLAHOMA	Grade 4	6
OKLAHOMA	Grade 5	9
OKLAHOMA	Grade 6	5
OKLAHOMA	Grade 7	4
OKLAHOMA	Grade 8	3
OKLAHOMA	Grade 9	4
OKLAHOMA	Grade 10	5
OKLAHOMA	Grade 11	1
OKLAHOMA	Grade 12	1
OKLAHOMA	Out of school	2
OKLAHOMA	Ungraded	0
OKLAHOMA	Total	75

2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
In school year 2019-20, Oklahoma provided technical assistance visits to Merritt Public Schools (stateid=38-I004 ncesid=40119800). Through these visits, it was determined that Merritt's Migrant program was not correctly identifying students according to the federal Guidance and therefore, the SEA determined that the program would need to cease. In addition, after providing technical assistance and re-interviews at all Migrant districts of all parents and/or OSYs, a couple of LEAs were found to have a student or two that were not eligible. Lastly, the spread of COVID19 also impacted the summer programs. All districts would normally serve Migrant students during the summer, were suddenly shut down and no services were provided, per the local district superintendents. These reasons all go together to account for some of the decrease in numbers from the previous performance period. In order to make sure that the remaining Migrant LEAs were identifying students correctly, the SEA offered several technical assistance opportunities from face-to-face meetings, videoconferences, emails containing resources pertaining to this issue and registration information for national conferences and webinars pertaining to ID&R. In addition, the SEA offered a formal two-day training with Mike Tool regarding ID&R and how to properly identify students and OSY. The SEA has also developed and will require all Migrant LEAs to follow, an "ID&R Manual."

2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
OKLAHOMA	Age Birth through 2	2

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

Following quality control procedures, the Oklahoma state reviewer follows the COE review process to check new and re-certified COEs submitted by district directors through the migrant database (MIS 2000) for accuracy, completeness, and compliance with State and federal law requirements and regulations. To avoid duplicates, the state reviewer also searches the state migrant database for students already in the system and submit COEs for final approval to the state program director. As an ongoing quality control procedure, the state conducts prospective re-interviews using a random sample produced from approved COEs. This process is to verify the proper identification and recruitment of eligible migratory children throughout the state. To report all eligible unduplicated count of children and youth, the state uses pre-established parameters on the report C121 which is the EDEN equivalent to EdFacts FS121. This report is produced using MIS 2000 which is the state's migrant database. C121 includes the 3TO5 group on column titled Age/Grade which also includes children two years of age whose residency in the state was verified after turning three by recertifying previous year COE in which their Age/Grade was Under 3. Residency verification date is collected as part of the student's school history on MIS 2000. Children who met the program eligibility criteria and children who were resident in Oklahoma for at least 1 day during the performance period (September 1 through August 31) are counted in EDEN Unduplicated Report C121. Students who enrolled for the first year are tagged with QAD for Current year Performance Period while re-enrolling students who have been in the school district more than a year without making another qualifying move are not tagged with QAD. Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period are not added to new COEs. To ensure that these children are not counted in the subsequent performance period's child count, they are removed from the re-certified COE by the local recruiter and checked by the state reviewer. District data entry specialists create an intersession enrollment in MIS 2000 for children who in the case of Category 2 were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods. To report the count of unduplicated students served during intersessions, MIS 2000 produces EDEN C122 report which is the equivalent of FS122 of EdFacts report. All children who are eligible for MEP services must have an SEA approved Certificate of Eligibility (COE) entered in the State's migratory student database and they are listed on C121 once per age/grade level for each child count category in all unduplicated reports. There are four ways to account for duplicated students in MIS 2000: 1) Each student listed on the COE is searched in the system during the COE review process. If the system finds the student already in the database, the reviewer select that student to share the same student ID. If the student search does not find the student in the database, the reviewer assigns a new ID to the student; 2) The system will detect duplication by matching students Date of Birth, First, and Last Name compared with other students who were categorized as new to the system during the COE review process. If the system finds duplicated students, it will add those students to the Potential Duplicated Report and will send a notification to the state data administrator. The state data administrator runs the duplicated students report from MIS 2000 and initialize the merge duplicated student feature of MIS 2000 to eliminate duplication by combining the two IDs into one; 3) MSIX also detects possible duplication of students on MIS 2000. If this happens, the state data administrator receives a notification via email and the data administrator checks MIS 2000 to merge duplicated students; 4) The state data administrator periodically runs the potential duplicated report to check for overlooked duplication MIS2000 produce the count of unduplicated student on the C121 report. Referring to the question about how Oklahoma ensures that the Migrant data is submitted accurately and timely, Oklahoma's MIS 2000 system will not produce duplicated student counts because C121 which is relative to ED Facts FS121 is an unduplicated count and C122 which is relative to ED Facts FS122 is an unduplicated count of students coded as to be enrolled in summer in one school district only. Residency verification for 3 year olds happens at the following times: " at the time of the eligibility interview to complete new COE; " at the time of the residency verification interview; " at the time of quality control prospective or retrospective re-interviews. When migrant students are enrolled in summer intersession by the district migrant staff, age is calculated automatically from the student's birthday contained in personal data section of the student view of MIS 2000 and that age is transferred to the age grade column of the ED Facts C122 report. Each enrollment that is created requires that the residency verification date field be filled. OSDE verifies summer intersession enrollment by reviewing data submitted into MIS 2000 and during prospective or retrospective re-interviews as part of its quality control procedures. During this process the number of days a three year old has resided in the state is also verified. Oklahoma's process to follow when enrolling a 3-year old in summer session is as follows: STEP 1: Before enrolling a 3-year-old child in a summer session, the school District Program Director must: " Verify that the child has an approved Certificate of Eligibility (COE) on file in the Migrant Information System (MIS2000). This is the vendor contracted to store COEs and migrant students' information in Oklahoma. " Verify the child's age and residency date using the COE. " Create an enrollment in MIS2000 using code 03 at the beginning of the summer session. " Withdraw the child at the end of the summer session. STEP 2: Before completing the CSPR Part II, the OSDE Staff must review (in on MIS2000): " The enrollment and withdrawal of the child from the summer session by identifying the 3-years old children from the District Student List in MIS2000. " Verify the age and residency date of the child using the COE. " Verify that the child is not included in the Duplicated List Report in MIS2000 (follow the process to merge duplicated children in MIS2000 if the child is found to be duplicated). Process to merge duplicate students in MIS2000: " Open the MIS2000 software " Click on the Procedures tab on the top " Select the Merge Duplicate Students option from the drop-down list " Click next on the Getting Started pop up window " Enter the student's MIS2000 IDs 1 and 2 for the duplicate students to be merged. Then click next. " Verify the name of the student is the same on the warning window and click next to complete the merge. The merge confirmation window ends the process. " The Migrant Program Specialist will run and export the C122 EDEN Report to a spreadsheet and the State ED Facts Coordinator will sort/segregate students by grade level to verify the student age. The C122 Report in MIS2000 aligns with the information required in the CSPR file FS122. After verification, the ED Facts Coordinator completes and submits the CSPR.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments

MSIX is used by recruiters, directors, and counselors to search for students who move into Oklahoma and have prior history of moves across states, to view missed enrollment report as a tool for ID&R planning, and to view the student's consolidated report which include enrollments, course history, and grades. MSIX also provides important information such as if the student is PFS, ELL, or if he/she has an IEP.

Data Quality Comments

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2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	158
The number of eligibility determinations sampled for which a re-interview was completed.	158
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	238

What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.

Comments

The numbers indicated in the chart above were what was initially submitted in February. The accuracy of these numbers is currently under review, and confirmation will not be available by the certification deadline. Oklahoma will follow-up with OESE to provide the correct numbers (or confirm these numbers) as soon as they are available. The most recent year that the Oklahoma MEP conducted independent prospective re-interviews was the 2016-2017 school year. On 12/23/20, the SEA requested a Waiver by USDE OME to extend the independent prospective re-interviews to the SY2020-21. To-date, we are waiting on a formal response to the Waiver Request from the USDE. It was granted by the USDE to proceed with the SEA RFP process. The SEA put out an RFP for a qualified third-party vendor to assist the SEA in fulfilling this requirement. In school year 2019-2020, Oklahoma conducted a comprehensive quality control review of the child count and eligible students at all Migrant districts. The State Recruiter ran a report of eligible students in each district, then State staff compared the State Recruiter list with what the LEA entered in MIS2000 for eligible Migrant students. Next, we emailed the list to the LEA to cross-reference & verify the numbers and names of eligible students. Last, in each district we set up parent re-interviews based on the eligible student list. Oklahoma State staff re-interviewed all parents (either face-to-face or by phone) to ensure that the enrolled students were in fact, eligible for Migrant services.

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Both
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments
On 12/23/20, the SEA requested a Waiver by USDE OME to extend the independent prospective re-interviews to the SY2020-21. To-date, we are waiting on a formal response to the Waiver Request from the USDE. It was granted by the USDE to proceed with the SEA RFP process. The SEA put out an RFP for a qualified third-party vendor to assist the SEA in fulfilling this requirement.

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
In school year 2019-2020, Oklahoma MEP conducted a comprehensive quality control review of the child count and eligible students of all Migrant programs. The State Recruiter ran a report of eligible students in each district, then State Coordinator compared the State Recruiter list with what the LEA entered in MIS2000 for eligible Migrant students. Next, we emailed the list to the LEA to cross-reference and verify the numbers and names of eligible students. Last, in each Migrant district Oklahoma set up parent re-interviews based on the eligible student list. Oklahoma State staff re-interviewed all parents and/or OSY (either face-to-face or by phone) to ensure that the enrolled students were in fact, eligible for Migrant services.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “Priority for Services.” The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	15
OKLAHOMA	Kindergarten	22
OKLAHOMA	Grade 1	17
OKLAHOMA	Grade 2	17
OKLAHOMA	Grade 3	13
OKLAHOMA	Grade 4	15
OKLAHOMA	Grade 5	13
OKLAHOMA	Grade 6	11
OKLAHOMA	Grade 7	12
OKLAHOMA	Grade 8	9
OKLAHOMA	Grade 9	9
OKLAHOMA	Grade 10	12
OKLAHOMA	Grade 11	9
OKLAHOMA	Grade 12	3
OKLAHOMA	Out of school	4
OKLAHOMA	Ungraded	0
OKLAHOMA	Total	181

2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
OKLAHOMA	Age Birth through 2	0
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	0
OKLAHOMA	Kindergarten	0
OKLAHOMA	Grade 1	3
OKLAHOMA	Grade 2	3
OKLAHOMA	Grade 3	1
OKLAHOMA	Grade 4	1
OKLAHOMA	Grade 5	1
OKLAHOMA	Grade 6	2
OKLAHOMA	Grade 7	0
OKLAHOMA	Grade 8	1
OKLAHOMA	Grade 9	2
OKLAHOMA	Grade 10	2
OKLAHOMA	Grade 11	2
OKLAHOMA	Grade 12	2
OKLAHOMA	Out of school	0
OKLAHOMA	Ungraded	0
OKLAHOMA	Total	20

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
OKLAHOMA	Age Birth through 2	6
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	6
OKLAHOMA	Kindergarten	5
OKLAHOMA	Grade 1	8
OKLAHOMA	Grade 2	7
OKLAHOMA	Grade 3	8
OKLAHOMA	Grade 4	8
OKLAHOMA	Grade 5	6
OKLAHOMA	Grade 6	2
OKLAHOMA	Grade 7	7
OKLAHOMA	Grade 8	3
OKLAHOMA	Grade 9	5
OKLAHOMA	Grade 10	5
OKLAHOMA	Grade 11	4
OKLAHOMA	Grade 12	3
OKLAHOMA	Out of school	0
OKLAHOMA	Ungraded	0
OKLAHOMA	Total	83

2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
OKLAHOMA	Age Birth through 2	3
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	19
OKLAHOMA	Kindergarten	22
OKLAHOMA	Grade 1	13
OKLAHOMA	Grade 2	21
OKLAHOMA	Grade 3	21
OKLAHOMA	Grade 4	18
OKLAHOMA	Grade 5	20
OKLAHOMA	Grade 6	18
OKLAHOMA	Grade 7	19
OKLAHOMA	Grade 8	16
OKLAHOMA	Grade 9	17
OKLAHOMA	Grade 10	19
OKLAHOMA	Grade 11	15
OKLAHOMA	Grade 12	9
OKLAHOMA	Ungraded	0
OKLAHOMA	Out of school	7
OKLAHOMA	Total	257

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	7
OKLAHOMA	Kindergarten	15
OKLAHOMA	Grade 1	9
OKLAHOMA	Grade 2	11
OKLAHOMA	Grade 3	8
OKLAHOMA	Grade 4	10
OKLAHOMA	Grade 5	13
OKLAHOMA	Grade 6	14
OKLAHOMA	Grade 7	14
OKLAHOMA	Grade 8	9
OKLAHOMA	Grade 9	9
OKLAHOMA	Grade 10	14
OKLAHOMA	Grade 11	6
OKLAHOMA	Grade 12	6
OKLAHOMA	Ungraded	.
OKLAHOMA	Out of school	1
OKLAHOMA	Total	146

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
OKLAHOMA	Age Birth through 2	.
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	17
OKLAHOMA	Kindergarten	19
OKLAHOMA	Grade 1	12
OKLAHOMA	Grade 2	22
OKLAHOMA	Grade 3	21
OKLAHOMA	Grade 4	18
OKLAHOMA	Grade 5	18
OKLAHOMA	Grade 6	18
OKLAHOMA	Grade 7	17
OKLAHOMA	Grade 8	15
OKLAHOMA	Grade 9	17
OKLAHOMA	Grade 10	19
OKLAHOMA	Grade 11	14
OKLAHOMA	Grade 12	10
OKLAHOMA	Ungraded	.
OKLAHOMA	Out of school	.
OKLAHOMA	Total	237

2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	9	9	.
OKLAHOMA	Age Birth through 2	.	.	.
OKLAHOMA	Grade 1	7	7	.
OKLAHOMA	Grade 10	10	16	19
OKLAHOMA	Grade 11	12	12	13
OKLAHOMA	Grade 12	.	1	9
OKLAHOMA	Grade 2	15	14	.
OKLAHOMA	Grade 3	14	14	.
OKLAHOMA	Grade 4	11	12	.
OKLAHOMA	Grade 5	13	13	.
OKLAHOMA	Grade 6	13	13	.
OKLAHOMA	Grade 7	6	11	.
OKLAHOMA	Grade 8	6	10	13
OKLAHOMA	Grade 9	8	11	16
OKLAHOMA	Kindergarten	8	8	.
OKLAHOMA	Out of school	.	.	.
OKLAHOMA	Total	132	151	70
OKLAHOMA	Ungraded	.	.	.

FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
OKLAHOMA	Age 3 through 5 (Not Kindergarten)	12	.
OKLAHOMA	Age Birth through 2	.	.
OKLAHOMA	Grade 1	10	.
OKLAHOMA	Grade 10	13	.
OKLAHOMA	Grade 11	13	.
OKLAHOMA	Grade 12	3	.
OKLAHOMA	Grade 2	14	.
OKLAHOMA	Grade 3	10	.
OKLAHOMA	Grade 4	6	.
OKLAHOMA	Grade 5	7	1
OKLAHOMA	Grade 6	10	.
OKLAHOMA	Grade 7	9	1
OKLAHOMA	Grade 8	8	.
OKLAHOMA	Grade 9	12	1
OKLAHOMA	Kindergarten	9	.
OKLAHOMA	Out of school	.	.
OKLAHOMA	Total	136	3
OKLAHOMA	Ungraded	.	.

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
OKLAHOMA	26	116

2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

State	Number of schools where MEP funds were consolidated in a schoolwide program	Number of eligible migratory children enrolled in those schools
OKLAHOMA	7	12

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	1	252
Juvenile corrections	2	365
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	1
Juvenile corrections	2
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	Total Long-Term Students Served	0	0	140	467	0
OKLAHOMA	Total Unduplicated Students Served	0	0	140	467	0

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	Children with one or more disabilities (IDEA)	0	0	55	12	0
OKLAHOMA	English learner	0	0	0	0	0

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	American Indian or Alaska Native	0	0	26	57	0
OKLAHOMA	Asian	0	0	0	2	0
OKLAHOMA	Black or African American	0	0	68	132	0
OKLAHOMA	Hispanic or Latino	0	0	13	91	0
OKLAHOMA	Native Hawaiian or Other Pacific	0	0	0	1	0
OKLAHOMA	Total	0	0	140	467	0
OKLAHOMA	Two or more races	0	0	1	15	0
OKLAHOMA	White	0	0	32	169	0

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	Female	0	0	0	66	0
OKLAHOMA	Male	0	0	140	401	0
OKLAHOMA	Total	0	0	140	467	0

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	10 years old	0	0	0	.	0
OKLAHOMA	11 years old	0	0	0	.	0
OKLAHOMA	12 years old	0	0	0	.	0
OKLAHOMA	13 years old	0	0	0	.	0
OKLAHOMA	14 years old	0	0	9	.	0
OKLAHOMA	15 years old	0	0	20	0	0
OKLAHOMA	16 years old	0	0	50	0	0
OKLAHOMA	17 years old	0	0	38	2	0
OKLAHOMA	18 years old	0	0	23	24	0
OKLAHOMA	19 years old	0	0	0	59	0
OKLAHOMA	20 years old	0	0	0	125	0
OKLAHOMA	21 years old	0	0	0	257	0
OKLAHOMA	3 through 5	.	.	.	.	.
OKLAHOMA	6 years old	.	.	.	.	.
OKLAHOMA	7 years old	.	.	.	.	.
OKLAHOMA	8 years old	0	0	0	.	0
OKLAHOMA	9 years old	0	0	0	.	0
OKLAHOMA	Total	0	0	140	467	0

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	Enrolled in local district school			6	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
OKLAHOMA	Enrolled in a GED program					S
OKLAHOMA	Earned high school course credits					140
OKLAHOMA	Earned a GED					12
OKLAHOMA	Were accepted and/or enrolled into post-secondary education					S
OKLAHOMA	Obtained high school diploma					12
OKLAHOMA	Obtained employment					S
OKLAHOMA	Enrolled in job training courses/programs					75

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
OKLAHOMA	Enrolled in a GED program	11	467	S		
OKLAHOMA	Earned high school course credits	41	S	S		
OKLAHOMA	Earned a GED	S	192	S		
OKLAHOMA	Were accepted and/or enrolled into post-secondary education	S	57	S		
OKLAHOMA	Obtained high school diploma	S	S	S		
OKLAHOMA	Obtained employment	S	460	S		
OKLAHOMA	Enrolled in job training courses/programs	S	S	S		

2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	Negative change			S	S	
OKLAHOMA	More than one full grade			S	S	
OKLAHOMA	No Change			42	231	
OKLAHOMA	Up to one full grade			72	134	
OKLAHOMA	Total			140	414	

2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OKLAHOMA	Negative change			S	S	
OKLAHOMA	More than one full grade			S	S	
OKLAHOMA	No Change			42	231	
OKLAHOMA	Up to one full grade			72	134	
OKLAHOMA	Total			140	414	

2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	7	123
Juvenile corrections	8	139
Juvenile detention	17	58
Neglected programs	8	114
Other programs	1	180
Total	41	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	7
Juvenile corrections	8
Juvenile detention	17
Neglected programs	8
Other programs	1
Total	41

Data Quality Comments

2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	Total Long-Term Students Served	311	595	222	151	38
OKLAHOMA	Total Unduplicated Students Served	1215	1652	2063	277	38

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	Children with one or more disabilities (IDEA)	237	578	601	85	7
OKLAHOMA	English learner	286	58	65	13	3

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	American Indian or Alaska Native	86	179	291	26	6
OKLAHOMA	Asian	4	7	13	0	0
OKLAHOMA	Black or African American	278	197	433	88	18
OKLAHOMA	Hispanic or Latino	527	176	249	50	3
OKLAHOMA	Native Hawaiian or Other Pacific	3	6	2	3	1
OKLAHOMA	Total	1215	1652	2063	277	38
OKLAHOMA	Two or more races	83	162	180	25	0
OKLAHOMA	White	234	925	895	85	10

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	Female	570	722	459	18	0
OKLAHOMA	Male	645	930	1604	259	38
OKLAHOMA	Total	1215	1652	2063	277	38

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	10 years old	1	100	12	0	0
OKLAHOMA	11 years old	1	130	20	0	0
OKLAHOMA	12 years old	1	177	44	0	0
OKLAHOMA	13 years old	16	176	128	4	1
OKLAHOMA	14 years old	71	226	231	8	9
OKLAHOMA	15 years old	236	198	409	32	10
OKLAHOMA	16 years old	347	188	507	59	10
OKLAHOMA	17 years old	343	133	507	98	7
OKLAHOMA	18 years old	163	59	173	42	1
OKLAHOMA	19 years old	27	14	17	17	0
OKLAHOMA	20 years old	5	0	2	8	0
OKLAHOMA	21 years old	2	1	0	9	0
OKLAHOMA	3 through 5	0	32	0	0	0
OKLAHOMA	6 years old	0	32	0	0	0
OKLAHOMA	7 years old	0	42	0	0	0
OKLAHOMA	8 years old	0	55	6	0	0
OKLAHOMA	9 years old	2	89	7	0	0
OKLAHOMA	Total	1215	1652	2063	277	38

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	Enrolled in local district school	20	56	233	34	37

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
OKLAHOMA	Were accepted and/or enrolled into post-secondary education	4	3	S	S	33
OKLAHOMA	Obtained high school diploma	265	4	6	S	82
OKLAHOMA	Obtained employment	56	19	S	S	3
OKLAHOMA	Enrolled in job training courses/programs	9	3	S	S	S
OKLAHOMA	Enrolled in a GED program	3	S	S	S	S
OKLAHOMA	Earned high school course credits	440	3	160	S	431
OKLAHOMA	Earned a GED	S	S	S	S	S

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
OKLAHOMA	Were accepted and/or enrolled into post-secondary education	S	4	S	S	S
OKLAHOMA	Obtained high school diploma	S	19	3	S	S
OKLAHOMA	Obtained employment	13	S	S	S	S
OKLAHOMA	Enrolled in job training courses/programs	9	72	S	S	S
OKLAHOMA	Enrolled in a GED program	S	26	S	S	S
OKLAHOMA	Earned high school course credits	93	110	23	38	S
OKLAHOMA	Earned a GED	S	21	S	S	S

2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	Negative change	S	S	S	3	S
OKLAHOMA	More than one full grade	S	S	11	24	S
OKLAHOMA	No change	16	11	18	20	S
OKLAHOMA	Up to one full grade	144	9	S	21	38
OKLAHOMA	Total	174	27	40	68	38

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OKLAHOMA	More than one full grade	S	4	S	31	S
OKLAHOMA	Negative change	S	5	S	3	S
OKLAHOMA	No change	28	8	15	15	S
OKLAHOMA	Up to one full grade	136	10	15	18	38
OKLAHOMA	Total	176	27	40	67	38

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$2,479,092
Safe and Healthy Students	\$3,188,349
Effective Use of Technology	\$1,467,363

Data Quality Comments

The sum of funds reported across all three content areas is \$7,134,806. Many LEAs exercise ESSA fiscal flexibilities which allows them to transfer funds, contributed funds to Consolidated Administrative Costs, pool funds into Schoolwide Consolidation or exercised AFUA (REAP Flex). Because of this, Oklahoma did not meet the low threshold of \$10,513,258.

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	116
Safe and Healthy Students	136
Effective Use of Technology	56
Any Content Area	180

Data Quality Comments

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2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
689

Data Quality Comments
Since LEAs can transfer funds from/to more than one eligible program, this is a duplicated count of LEAs. The unduplicated count of LEAs is 406.

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	633
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	34
Student Support and Enrichment Grants (Title IV, Part A)	328	11
Supporting Effective Instruction (Title II, Part A)	361	11

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$11,247,768
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$730,564
Student Support and Enrichment Grants (Title IV, Part A)	\$7,060,243	\$354,886
Supporting Effective Instruction (Title II, Part A)	\$7,154,322	\$1,881,347

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	105
Activities authorized under Part A of Title II	11
Activities authorized under Title III	4
Activities authorized under Part A of Title IV	9
Parental involvement activities	8

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

Oklahoma's measurable program objectives were to help Rural and Low-Income Schools achieve the challenging state academic standards by: " Increasing federal program-specific distance PD opportunities offered by the Oklahoma State Department of Education to Local Educational Agencies (LEAs) through webinars and via Zoom and Teams meetings. Outcome The Office of Federal Programs worked in conjunction with other state department divisions to address professional development best practices through both face to face and virtual workshops offered to teachers by the OSDE. " First Class is a 6-month cohort for first year teachers regardless of certification type. This cohort is capped at 30 elementary teachers and 30 secondary teachers. District-selected mentors for the first-year teachers also participate in a mentor training sessions and support the new teachers throughout the school year. Teachers will develop and enhance their classroom management plans and strategies for engaging students. Teachers will have the opportunity to network with colleagues from other regions in Oklahoma as part of their first-year teacher experience. " Lead to Succeed is a 15-month cohort for leaders within a district who have been recognized as change agents within the school/district by the district superintendent. The cohort is capped at 25 participants each year and focuses on building leaders and aspiring leaders throughout the state including small and rural areas. Oklahoma's measurable program objectives were to help Rural and Low-Income Schools achieve the challenging state academic standards by: " Training assistant principals and early career principals 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. Outcome The Office of Federal Programs worked in conjunction with other state department divisions to address professional development best practices through both face to face and virtual workshops offered to assistant principals and early career principals by the OSDE. " Moving Up is a 6-month cohort for assistant principals and early career principals focused on collaborative leadership and collective efficacy, building relationships to see where work is needed in order to retain solid teachers with students in mind. The cohort is capped at 35 participants each year. All these professional development opportunities include all small and rural school districts to large urban school districts across the state of Oklahoma.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
The Office of Federal Programs provides the following technical assistance to RLIS LEAs throughout the year: " RLIS Webinars " Desktop and on-site monitoring process " Application review and approval and expenditure reimbursement process " One-on-one technical assistance " Communication via emails, phone calls and newsletters

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
Oklahoma awards RLIS funds to eligible LEAs by a formula based on the number of children in average daily attendance in eligible LEAs within the state.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments
This information was successfully sent to OESE on 2/8/2021.

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
OKLAHOMA	92	28.8