

The Data and Relationships Behind Postsecondary Opportunities



OKLAHOMA
Education



Outcomes

- Connect the why to the data collected through the postsecondary opportunities indicator.
- Explore and connect individual career and academic and transition plans to improve aligned access to opportunities that prepare students for life after high school .
- Introduce resources, including the new early warning system available through Single Sign On.

Building Connections Between Data and the Practice

Expanding Futures

By 2025 seventy-five percent of Oklahoma's jobs will require postsecondary credentials.

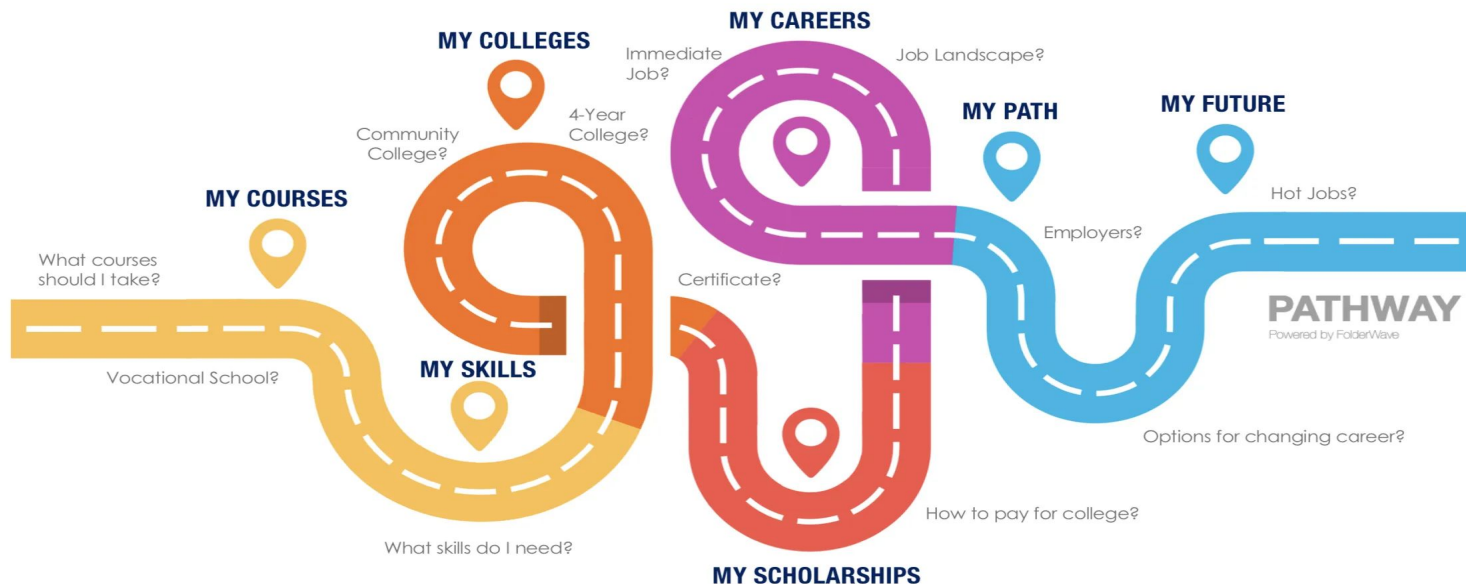
The need to increase credential attainment over the next decade is especially critical for Oklahoma's wealth generating job sectors such as Aerospace and Defense, Energy, Information and Financial Services, Agriculture, and Bioscience. It will take a partnership between business and education to create a solid workforce.



Source: Oklahoma State Workforce Briefing 2018

Different Aspirations, Different Pathways

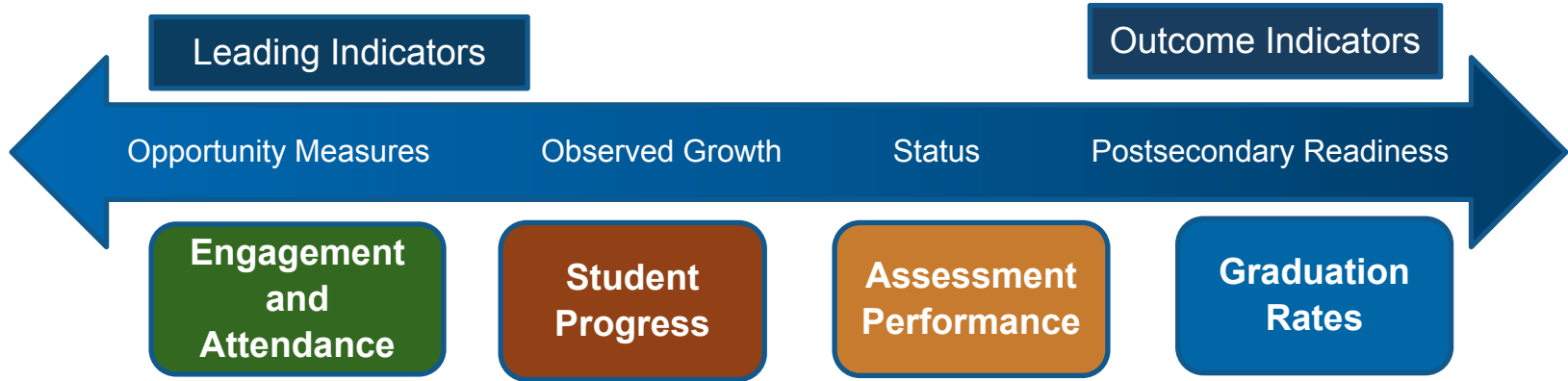
YOUR PERSONAL PATH



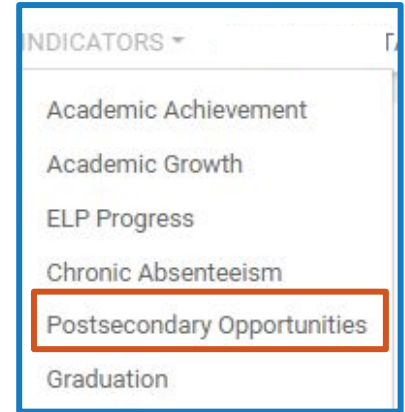
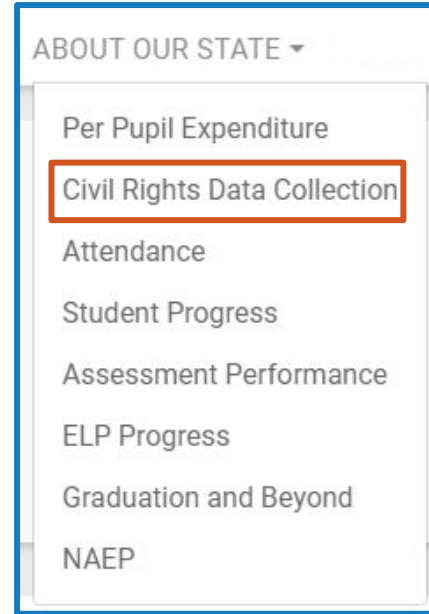
Questions to Ponder

- What types of career aspirations do our students have?
How do we know?
- What are we currently doing to improve access to opportunities that align to our student's career interests?
- What do we think is already working?

Postsecondary opportunities (PO) support postsecondary readiness by providing students with experiences that align to their career goals so that they graduate ready for success.



Postsecondary Opportunities Data on the Public Dashboard



Levels of Data: State, District and Schools

Civil Rights Data Collection

OKLAHOMA STATE REPORT CARD

OVERVIEW INDICATORS ▾ **ABOUT OUR STATE ▾** YOUR STUDENT DATA MATRIX

Once every two years, the U.S. Department of Education (ED) conducts the **Civil Rights Data Collection (CRDC)** for data on key education and civil rights issues in our nation's public schools. The CRDC measures student access to courses, programs, staff, and resources that impact education equity and opportunity for students. Doing so allows for removal of barriers to and expansion of access to the educational opportunities and resources each student needs to graduate ready for success.

The CRDC database, with hundreds of data elements, is fully accessible to the public. All data presented are self-reported by school districts. The Oklahoma Department of Education (OSDE) does not collect or validate these data.

Access the CRDC database by visiting <https://ocrdata.ed.gov>

Several tools and resources are available from the Civil Rights Data Collection database to assist users in understanding schools' CRDC data, including:

- [Civil Rights Data Collection Definitions](#)
- [2017-18 Civil Rights Data Collection Technical Manual](#)
- [2017-18 Civil Rights Data Collection Public Use Manual](#)
- [Civil Rights Data Collection Data Summaries](#)



School and District Search

View a summary of selected facts about a school or district as well as tables and graphs of reported data

To find your data,

- Go to School and District Search
- Type in your information and
- Click on the school or District Name to display available data.

Find School(s)

Basic Search

To find the school(s) that you are looking for, enter one or more search criteria and click 'Search'

School Name <input type="text" value="Putnam City"/>	School ID <input type="text"/>	District Name <input type="text" value="Putnam City"/>
Street Address <input type="text"/>	City <input type="text"/>	State (Choose 1 or more) <input type="text" value="Oklahoma"/>
Distance <input type="text" value="0"/>	Survey Year <input type="text" value="2017"/>	OCR Regional Office <input type="text"/>

Search Tip: If you are having difficulty finding your school, try entering only the city, zip and/or keyword in the name field

3 Results Returned for School Search

Click on the school or district name to view the associated profile.

Values shown below are displayed as percentages (except Total Enrollment)

District	School Name	State	Students	Teachers
PUTNAM CITY	PUTNAM CITY HS	OK	1886	101.5
PUTNAM CITY	PUTNAM CITY NORTH HS	OK	1726	110
PUTNAM CITY	PUTNAM CITY WEST HS	OK	1803	111.4

The CRDC overview page provides a demographic profile of the site or district and links to special reports and grouped data sets such as College and Career Readiness.

School Name: PUTNAM CITY HS		District: PUTNAM CITY	
Grades Offered		9,10,11,12	
Student Enrollment			
Total Enrollment		1,885	
Student Demographics			
American Indian or Alaska Native		2.4%	
Asian		5.5%	
Black or African American		26.2%	
Hispanic or Latino of any race		29.6%	
Native Hawaiian or Other Pacific Islander		0.1%	
Two or more races		7.1%	
White		29.1%	
Female		47.9%	
Male		52.1%	
Students with Disabilities (IDEA)		16.2%	
Students with Disabilities (Section 504 Only)		1.1%	
Students with Limited English Proficiency (LEP)		7.4%	
Free and Reduced-price Lunch (FRPL)		70.8%	
<i>SOURCE: U.S. Department of Education, National Center for Education Statistics, EDFacts.</i>			

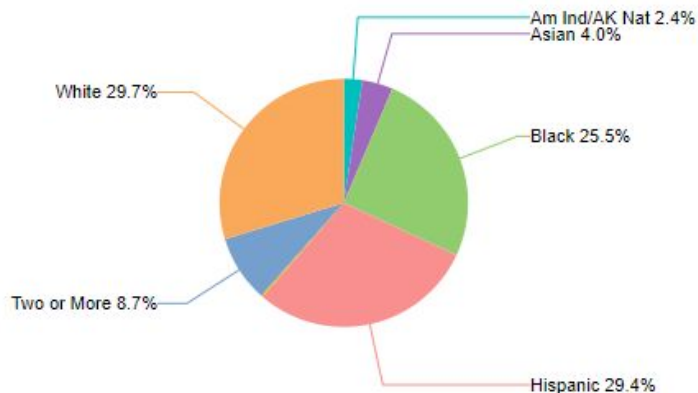
School Information	Yes	No
Title I Classification	✓	
Special Education School		✓
Magnet Program		✓
Charter School		✓
Alternative School		✓
Offers Preschool		✓
Offers Kindergarten		✓
Offers Gifted/Talented Program	✓	
Offers AP Courses	✓	
Offers Single-sex Classes		✓
Offers Interscholastic Athletics	✓	
Justice Facility		✓
LEA Information		
Total Schools		26
Total Student Enrollment		19,515

- Special Reports and Other Profile Facts**
- ➔ English Learner (EL) report
 - ➔ Discipline Report
 - ➔ Dual Enrollment/Dual Credit Programs
- Characteristics and Membership**
- ⊕ LEP
 - ➔ Students w/Disabilities (IDEA)
 - ➔ Students w/Disabilities (504)
 - ⊕ EDFacts IDEA
 - ➔ Interscholastic Athletics
 - ➔ Civil Rights Coordinators
 - ➔ Credit Recovery Programs

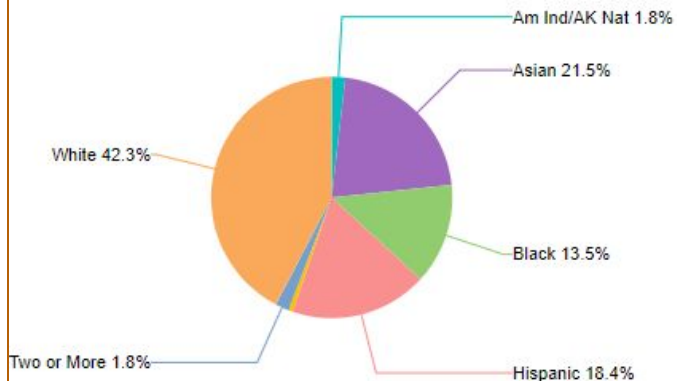
- Staffing and Finance**
- Pathways to College and Career Readiness**
- College and Career Readiness**
- Discipline, Restraints/Seclusion, Harassment/Bullying**

CRDC data allows you to compare how your overall demographics compares across different outcomes. In this graph we are comparing district enrollment by race/ethnicity with enrollment in calculus.

District Enrollment



Calculus Enrollment



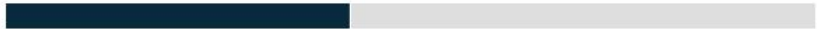
Postsecondary Measures for the School Report Card on the Public Dashboard

OKLAHOMA STATE REPORT CARD

Postsecondary Opportunities

2017 - 2018

State 42.6%



18 schools score 43%



Distribution of rates across the state

OKLAHOMA STATE REPORT CARD

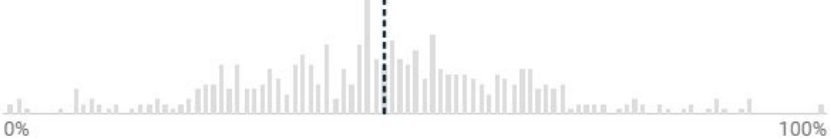
Postsecondary Opportunities

2018 - 2019

State 45.9%



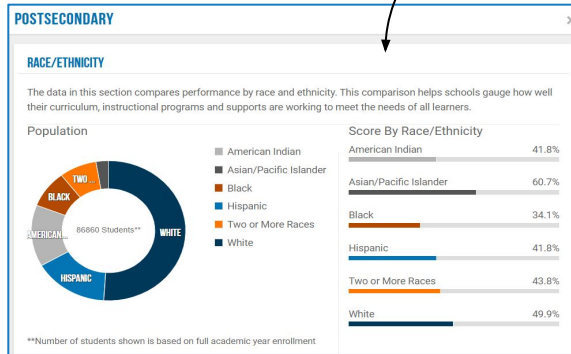
10 schools score 46%



Distribution of rates across the state



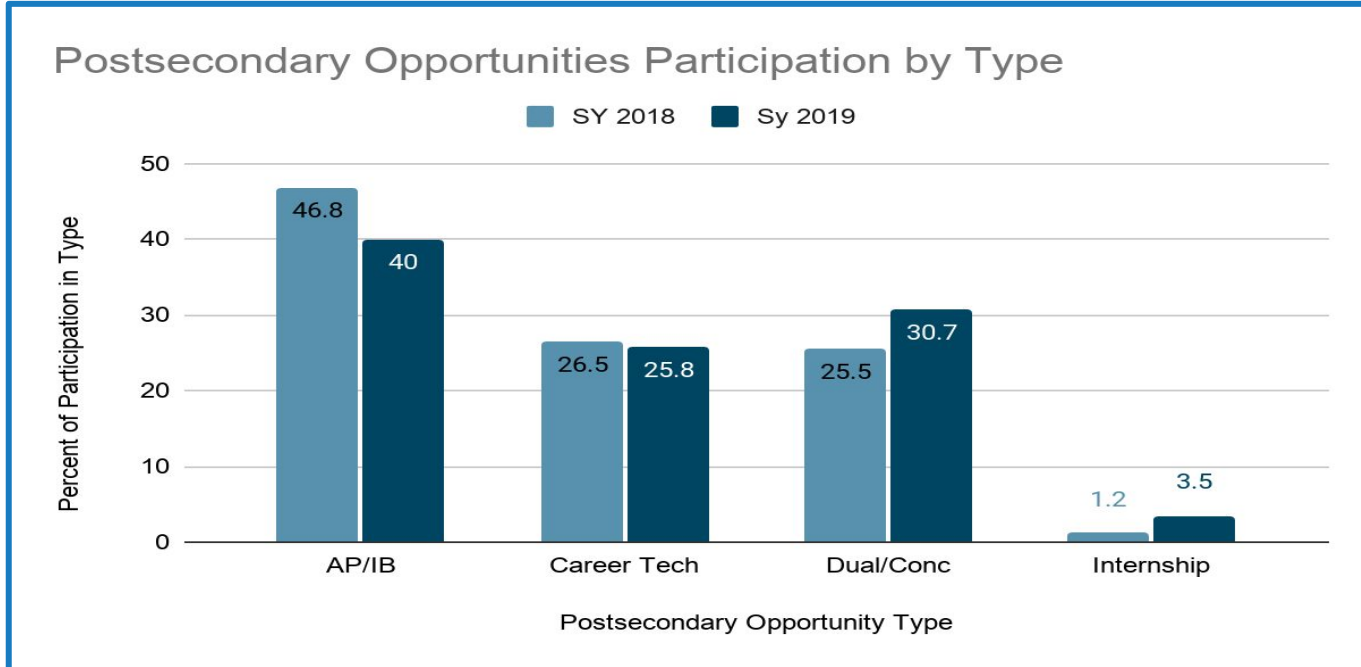
<u>Student Group</u>	% Earning PO Credit SY 2018 (State)	% Earning PO Credit SY 2019 (state)
Econ Disadvantaged	34.6%	37.7%
English Learner	22.2%	25.5%
Students with a Disability	21.2%	25.4%
American Indian	38.1%	41.8%
Asian/Pacific Islander	59.2%	60.7%
Black	31.6%	34.1%
Hispanic	38.3%	41.8%
Two or More Races	41.7%	43.8%
White	46.1%	49.9%
Grade 11	38.4%	40.5%
Grade 12	47.1%	51.6%



Data in the table compares the percentage of students earning credit for successful completion of at least one PO by student group.

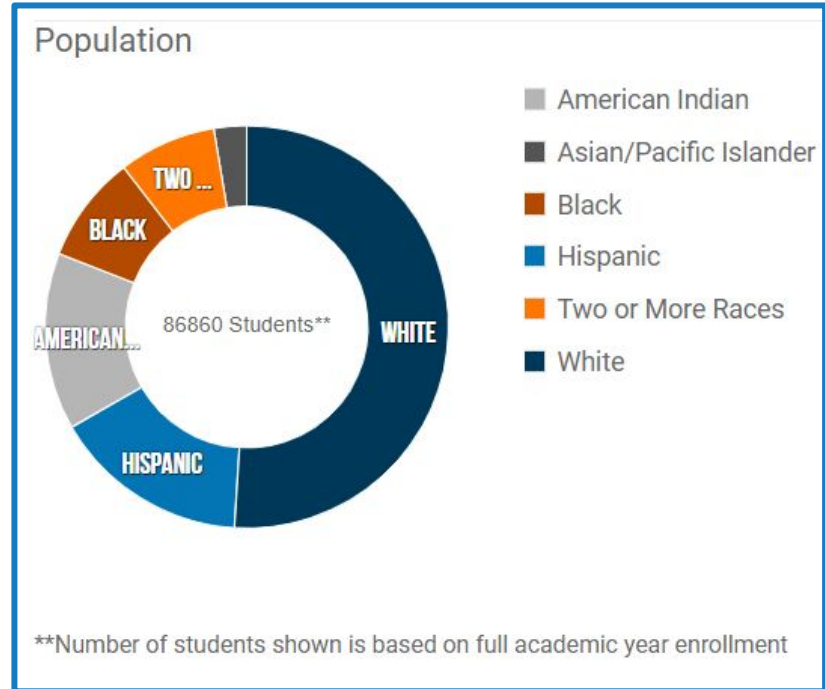
PO Participation by Type (State)

Data in this graph compares how PO credits were earned by type across the state.



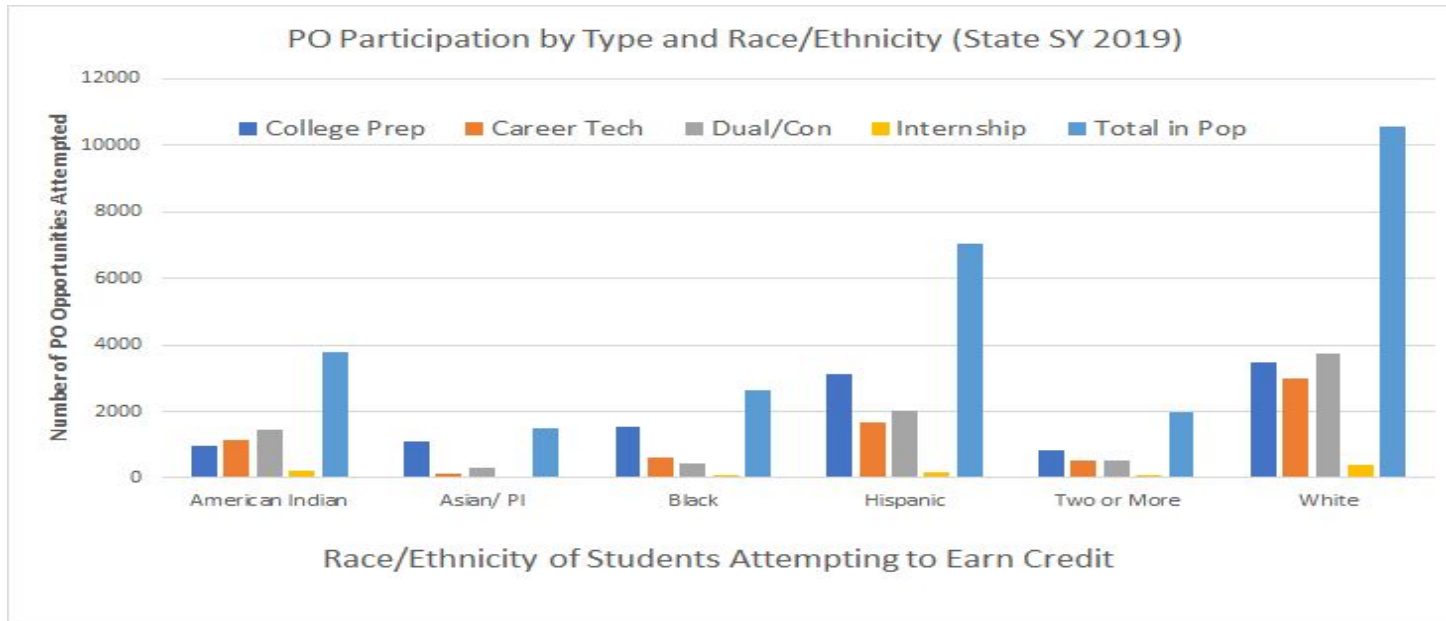
PO Demographics by Race/Ethnicity (State SY 2019)

- Data in the Pie graph represents the percentage of 11th and 12th grade students by race/ethnicity included in the PO indicator.
- Of the 86,860 students that were included, 45.9% or 39,869 successfully completed at least one opportunity.



PO Participation by Type and Student Group (State SY 2019)

Data in this graph shows how students participated across the different types of postsecondary opportunities for SY 2019. **Note:** students may have participated in more than one type.




Navigating to Your Data: Public Dashboard

Use the [Search Bar](#) to find your district/site

Click **ABOUT OUR DISTRICT**

and then use the drop-down menu to select Discipline and Attendance

Click the  on the Overview page to open a window that displays outcomes across all student groups.

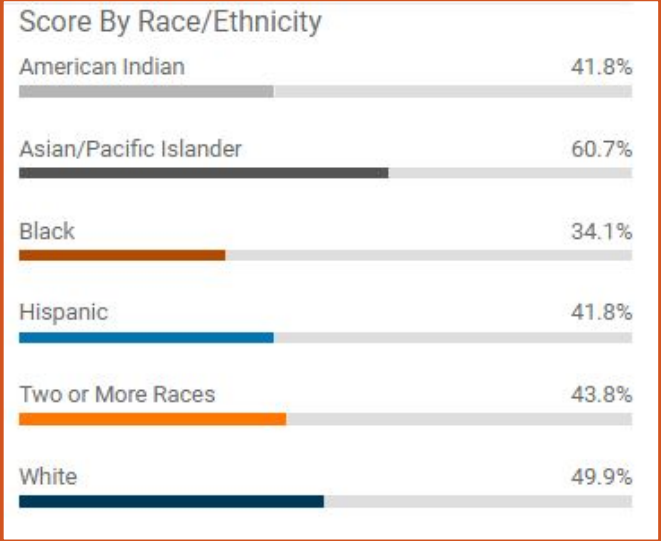
Change years to display data for the 2017-2018 SY

2018 - 2019

2017 - 2018



Window displays outcomes by student group and grade level



What can we do?



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Overview of Individual Career Plans

An ICAP identifies student interests, skills, postsecondary and workforce goals and experiences that lead to a meaningful plan that charts the progress needed to prepare students for college, career and life. It should include:

- Career and college interest surveys
- Written postsecondary and workforce goals and progress toward those goals
- Scores on assessments (required state and federal assessments and a college and career ready assessment)
- Experiences in service learning and/or work environments including apprenticeships, internships, mentorships, job shadowing and others
- Intentional sequence of courses that reflects progress toward the postsecondary goal (this may include identified career pathways or career endorsements)
- Academic progress



Self-Awareness



Exploration




Preparation



Action

Discovering Career Interests



Oklahoma ICAP Template

My Progress 4 out of 16

[10th Grade](#) View: 10th Grade ▼ [Print](#)


Welcome to your Individual Career Academic Plan (ICAP)! Use these activities to guide your college and career planning efforts. To learn more about ICAP, click "ICAP Guide" below.

Additional Information
[ICAP Guide](#)

CAREER AWARENESS

Who am I? Identify interests, skills and strengths.

WORK INTEREST AREAS (FROM THE INTEREST PROFILER)



SOCIAL


You are a "Helper".
You enim accipere nonne in varius wae

[REMOVE](#)

OKCollegestart.org

EXPLORATION & GOALS

Where do I want to go? Explore career pathways and education opportunities.



My Goals And Action Plans

I am going to attend Oklahoma Panhandle State University this school year
 I will go to college in two years
 I need to join extracurricular activities this school year

[> Set Your Goals & Action Plans](#)

SAVED CAREERS

I am interested in these careers as possible options for my future. [> CHANGE THE ORDER OF MY SAVED CAREERS](#)

- Cruise Director**
Saved August 06, 2017
[> REMOVE](#)
- Why is this career interesting to you? [> EDIT](#)
- Event Planner**
Saved March 06, 2018
[> REMOVE](#)
- Why is this career interesting to you? [> EDIT](#)

HOW MY SAVED CAREERS LINE UP WITH CAREER CLUSTERS AND CAREER PATHWAYS; INCLUDING ONES I'VE SAVED.

CAREER CLUSTERS	CAREER PATHWAYS	MY SAVED CAREERS
Hospitality and Tourism	Travel and Tourism (not yet saved)	Cruise Director
Hospitality and Tourism	Recreation, Amusements and Attractions (not yet saved)	Cruise Director
Marketing (not yet saved)	Marketing Management (not yet saved)	Event Planner

Be sure to explore unfamiliar clusters and pathways.

Defining Career Pathways



Marissa Lightsey
10th Grade

Home > ICAP Oklahoma

ICAP Oklahoma

The Graduation Plan encompasses important career and academic standards to guide you in acquiring the knowledge, skills and tools you need to be successful in your postsecondary education and career plans. Your Graduation Plan will help you identify goals and strategies to achieve your individual education and career goals as you prepare for your future.

Print Actions

Personal Info

TASKS

- First Name
- Last Name
- Email
- Gender
- Birth Date

Assessments

TASKS

- Kuder Career Interests Assessment - Likert
a year ago
- Kuder Skills Confidence Assessment
a year ago
- Super's Work Values Inventory-revised

- Home
- Things to Do
- Take an Assessment
- Explore Occupations
- Explore Majors
- Plan for Education
- Plan for Work
- Find a Job
- Connect 2 Business
- ICAP Oklahoma**
- My Portfolio Items



Marissa Lightsey
10th Grade

Home > My Goals > Create or Edit Goal

Create or Edit A Goal

Set or adjust goals related to your academic, career, or personal plans.

[Read More About Goal Setting](#)

All fields below are required, including added steps.

Goal Name:

Goal Type:

Goal Category:

Steps to Achieve Goal

Step 1:

Deadline:

Add A Step

Exit Save Mark As Complete

OKCareerguide.com

ICAP and Hope

We are ignoring the power of hope and its ability to produce highly motivated and successful children. Shane Lopez' research found students with higher hope perform a full Grade Point Average (GPA) higher than students with the same intellectual capacity that have lower levels of hope (14% higher GPA in high hope students).

Higher hope produces an A, whereas lower hope produces a B in students with the same intelligence. **This means students with higher hope, but a lower IQ, can outperform smarter students with lower hope. Rising hope is crucial to the future of education in America.** We can debate the differences between public and private schools. We can debate the role of charter schools. We can argue about pay and benefits for teachers. We can demand nicer educational facilities. But the real issue in education today is the need for rising hope in the lives of our students.

Hope Rising How the Science of HOPE Can Change Your Life By Casey Gwinn, J.D. & Chan Hellman, Ph.D.

Building hope and resiliency

“Hope is the single best predictor of well-being for both children and adults. Hope scores for children are often predictive of attendance, graduation rates, lower suspension rates and more.”

Dr. Chan Hellman, University of Oklahoma

Building hope and resiliency

Adverse Childhood Experiences, known as ACEs, have the power to negatively impact individuals' health and behavior throughout their lives. ACEs come in many forms and affect the majority of central Oklahomans.

Despite their enduring influence, ACEs can be offset by the presence of PACEs, **Protective and Compensatory Experiences**, which give children the opportunity to build resilience.

Protective and Compensatory Experiences (PACE)

INDIVIDUAL

- **Relationships** - Forming healthy relationships with peers and adults
- **Involvement** - Participation in organized activities
- **Coping** - Experiencing and learning to cope with stress
- **Adapting** - Strengthening the ability to adapt to new situations
- **Self-identity** - Development of self-identity through culture, faith and hope

FAMILY

- **Informed caregiving** - Knowledge of parenting and child development
- **Emotional support** - Providing children with emotional support and a sense of acceptance
- **Parental resilience** - Modeling healthy coping behaviors
- **Physical care** - Ability to provide for physical needs
- **Stability** - Safe and supportive living environments

COMMUNITY

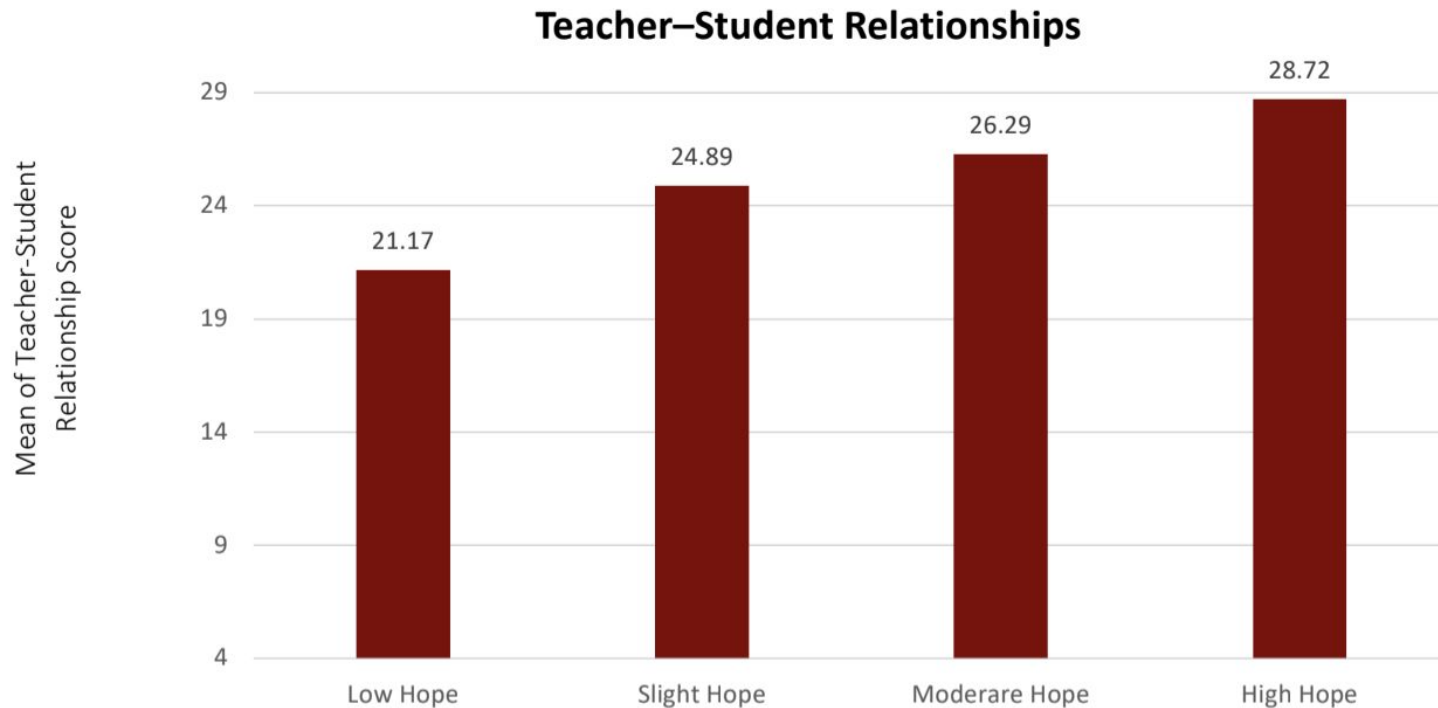
- **Education** - Funded and supported public education
- **Policy** - Policies that create opportunities for success
- **Healthcare** - Access to affordable healthcare
- **Services** - Adequate community services and supports to provide stability and help to families in crisis
- **Opportunity for involvement** - Youth development programs

ICAP Hope Evaluation

Five participating districts to measure:

- ❑ Attendance
- ❑ Student engagement
- ❑ Academic achievement / growth
- ❑ Student Discipline

ICAP Hope Evaluation



Expanding ICAP Supports



CCR008 MARCH 2020

**COLLEGE AND CAREER READINESS
COMMUNITY**

- ❑ Step 1: Create an Account
- ❑ <https://osde.nextthought.com/login/>
- ❑ Step 2: Choose “Add”
College and Career Readiness
Community
- ❑ Step 3: Select “Redeem”

Individual Education Program (IEP) Transition Plan

- Required under IDEA for **students on IEPs**
- Student/Parent must have opportunity for input
- Developed by a team and required by beginning of ninth grade or the age of 16 (may begin earlier)
- Transition assessments in the areas of Education/training, Employment and Independent Living
- Requires specific transition services

Individual Career and Academic Plan (ICAP)

- Required under HB-2155
- May begin in grade 6- required for **all students** by grade nine
- Career and college interest surveys
- Student driven
- Required under federal or state law
- Must be reviewed annually
- Requires written Postsecondary and workforce (employment) goals and progress towards those goals
- Requires work-based experiences
- Identifies student interests, skills, and experiences
- Charts progress needed to prepare for college, career and life
- Intentional sequence of courses (course of study)

Include Students with Disabilities in ICAP

- Students with disabilities must participate in all ICAP processes and activities.
- They may need appropriate accommodations and modifications determined by the IEP/504 team to succeed.
- ICAP accommodations/modifications should be documented on the IEP or 504 using the Custom Accommodations in OK EDPlan.

Include Special Education Staff in ICAP

- Include the special education director and special education teachers on your district ICAP team.
- Ensure that special education teachers have access to the ICAP tools.
- Include special education teachers in externships.
- Provide opportunities for special education teachers to learn all they can about Career Technical Education!

Teach Self-Advocacy, Self-Determination Skills, and Employability Skills

- **Self-determined students have a stronger chance of being successful in making the transition to adulthood, including employment and independence.**
- Infuse self-advocacy, self-determination, and employability skills into the general education curriculum.
- Offer elective and special education (specially-designed instruction) courses that focus on these important skills.

Importance of Work-Based Learning (WBL) Experiences

- Work-based learning experiences have been shown to be one of the strongest predictors of adult employment success for students and youth with disabilities.
- Work experience during high school, paid or unpaid, helps youth get jobs at higher wages after they graduate— this is true even for special populations!

Expand Opportunities for Career-Focused Preparation Activities including WBL

- Provide opportunities for students to participate in service learning and work-based learning opportunities.
- Partner with Department of Rehabilitation Services so students can receive valuable Pre-Employment Transition Services (Pre-ETS) required under the Workforce Innovation and Opportunity Act (WIOA).

PSO Participation Rates for Students with Disabilities

- Analyze your district's PSO data to determine participation rates for SWD.
- Identify targeted areas for improvement.

AP/IB and Concurrent Enrollment

- Ensure that your district has equitable practices that encourage students with disabilities and other diverse learners to participate in AP and concurrent enrollment classes.
- Strategies for maximizing the outcomes students who are gifted and have a disability:
 - Acknowledge the strengths of the student before addressing their areas of need.
 - Provide access to challenging content in multiple ways to increase engagement.
 - Address their social-emotional needs.

Career Technology

- **Participation in vocational coursework is predictive of positive outcomes in postsecondary education and employment after high school.**
- Collaborate with your local career technology center to increase opportunities for students with disabilities to participate in CTE.

Internships

- Make an intentional effort to include students with disabilities in the **Internships** that are available in your district.
- Partner with the [OK Department of Rehabilitation Services](#) to develop work study programs that meet the requirements for Internships.`

ICAP Resources for Students with Disabilities

- Available on the [OK Edge](#):

ICAP IEP Comparison Document

ICAP IEP Frequently Asked Questions

Business and Education Partnership Toolkit

Internship FAQ

ICAP and Transition Planning Resources for Students with Disabilities

- Secondary Transition Resources in EDPlan under Documents: State tab
- Secondary Transition Modules in Pepper accessed through EDPlan
- OK State Department of Education-Special Education Services Secondary Transition Resources
- Session on ICAP and the IEP Secondary Transition Plan from the OK Transition Institute
- Secondary Transition PD provided by the OU Zarrow Center
- Sign up for the list serv at <https://sde.ok.gov/special-education>

Self-Advocacy, Self-Determination Skills, and Employability Skills Resources

- [OU Zarrow Center](#)
 - Offers free Transition assessments, transition education curriculum (including self-determination and goal setting), professional development, and more.
- [Skills to Pay the Bills](#)
 - A curriculum developed by Office of Disability Employment Policy focused on teaching "soft" or workforce readiness skills to youth, including youth with disabilities.

Pre-ETS and WBL Resources

- OK Edge Work-Based Learning Module
- [OU National Center for Disability Education and Training Pre-ETS and WBL Programs](#)
- [What to Know About WBL Experiences for Students and Youth with Disabilities](#)

PSO Resources for Students with Disabilities

- [College Board: Services for Students with Disabilities](#)
- [NTACT: Quick Guide: Career and Technical Education & Secondary Students with Disabilities](#)
- [OK Career Tech Special Populations Resources](#)
- [OK Career Tech Industry Standard Aligned Study Guides](#)
- [OK Rehabilitation Services](#)

Work - Based Learning

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Monitoring Access to Postsecondary Opportunities



Single Sign On
Welcome Sonia Johnson - [Sign Out](#)

- Home / Applications
- Your Account
- About This Site
- Links And Docs
- Sign Out

Home / Applications

Applications

These are your current applications

[Accountability Reporting](#)

StateReadOnly - State_ReadOnly

What do we offer? - School Level

SCHOOL DATA • STUDENT DATA REPORTS



Finance Expense School Calendars **School Courses**

Year: 2021

PS Coursework Toolkit Postsecondary Opportunities Guide

Records 1 to 100 of 832

Detail	Course Code	Course Description	Local Course Code	Local Course Description	Term Span	Instruction Level Code	Student Count	Record Conflict
Detail	2725	ACADEMIC ACHIEVEMENT (SECONDARY ONLY)	9980B2	Am Vt Broken Arrow	Semester	0571	0	
Detail	2725	ACADEMIC ACHIEVEMENT (SECONDARY ONLY)	9980B1	Am Vt Broken Arrow	Semester	0571	0	
Detail	2725	ACADEMIC ACHIEVEMENT (SECONDARY ONLY)	9980L1	Am Vt Lemley	Semester	0571	0	
Detail	2725	ACADEMIC ACHIEVEMENT (SECONDARY ONLY)	9980L2	Am Vt Lemley	Semester	0571	0	

Use the filter in the record Conflicts column to check for courses that may not be coded correctly so that you can update information in your local SIS

CONTACT School Data Student Data Reports Conflicts Appeals

Finance Expense School Calendars **School Courses**

Year: 2021

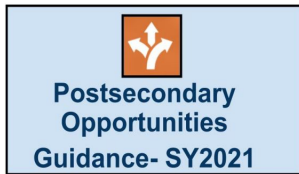
PS Coursework Toolkit Postsecondary Opportunities Guide

Records 1 to 1 of 1

Detail	Course Code	Course Description	Local Course Code	Local Course Description	Term Span	Instruction Level	Student Count	Record Conflict
Detail	5055	ADVANCED PLACEMENT CHEMISTRY	5055O2	Organic Chemistry	Semester	General	0	Y

Course Code Reference

PO Type	Instructional Level	Term Span	# of grades Expected (student level conflict)
AP/ IB Coursework	0575 (Advanced Placement)	Varies by site	Same # as Term Span
Career Tech	0579 (Career Tech)	1 or 2 semesters	Same as # of semesters
Dual/Concurrent	0576 (College Level)	1 semester	One
Internships	0571 (General)	1 or 2 semesters	minimum- One



[Postsecondary Coursework Guidance](#)

Who has Access? - Student Level



Detail	STN	First Name	Middle Name	Last Name	Grade Level	Courses	PS Courses	PS Credit Eligible
Detail					12	10	1	Y
Detail					11	10	1	N
Detail					11	10	1	Y
Detail					10	10	1	N
Detail					10	8	1	N
Detail					11	10	1	N

- Filter student coursework for **past years** or in **real-time** for SY2021;
- Filter by **grade level** (11 and 12) and **Postsecondary Opportunity Courses (Y)** to identify students that may need access; and
- Filter by PS Credit Eligible Eligibility (Y) to identify potential coding errors that may need to be corrected in your local SIS

What may we wish to expand?



DATA



KNOWLEDGE



ACTION

SCHOOL DATA

STUDENT DATA

Students Enrollments Attendance English Learners Assessments Assessments ELP Enrollment Graduations Dropouts Coursework

Filter to show PS courses and then click the flat file option at the top of the spreadsheet to filter by type using the instructional level:

Year: 2021

Records 1 to 100 of 274

Detail	STN	First Name	Middle Name	Last Name	Grade Level	Course Code	Course Description	Local Course Code	Local Course Description	T1	T2	T3	T4	Term Span	Instruction Level	PS Course	PS Credit Eligible
																Y	

Year: 2021

Records 1 to 100 of 264

Detail	STN	First Name	Middle Name	Last Name	Grade Level	Course Code	Course Description	Local Course Code	Local Course Description	T1	T2	T3	T4	Term Span	Instruction Level	PS Course	PS Credit Eligible
															Advanced place	Y	

In this example we see that 274 opportunities are being provided across the student population and that 264 opportunities are provided through AP/IB Courses

Career and Real-World Experiences

Students must **complete** and **record** at least **one** service or work-based learning activity between 9th grade and graduation to meet **ICAP** requirements.

(70 O.S. § 1210.508-4)

Defining Work-Based Learning

OKLAHOMA'S WORK-BASED LEARNING CONTINUUM

Work-based learning is a continuum of activities that occur, in part or in a whole, in the workplace, providing the learner with hands-on, real world experience.



www.oklahomaworks.gov/work-based-learning

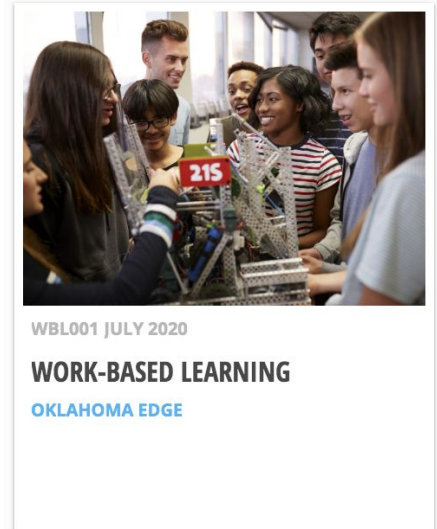
Making Career Connections for Students

Educators can use our online learning module to expand knowledge, explore career pathways, and share with students in their classrooms or virtual spaces.

- Career Videos
- Mastering Soft Skills for Workplace Success
- Engaging Industry and Community Partners
- Career Exploration Resources

A specific redemption code is available for your school!

For questions, contact Chelsea Hunt at chelsea.hunt@sde.ok.gov.



PSO: Internships

(11th- and 12th- Grade Students)

- During this time of distance learning, students can participate in virtual internships.
- Virtual internships are similar to traditional in-person internships:
 - ✓ attend meetings with educator, workplace supervisor and/or teammates
 - ✓ complete individual or group projects
 - ✓ learn about company culture, industry at-large
 - ✓ document and reflect upon experience
- Virtual internships **must** follow the guidelines for an internship course, view [Internships FAQs](#).



Course Coding Student Experiences

☐ Internships:

- 2790 Internship I (reserved for **juniors**)
- 2791 Internship II (reserved for **seniors**)

☐ Service Learning:

- 2775 - meets the ICAP requirement, but the course code does not count towards the Postsecondary Opportunities Indicator.

Support Student Readiness

“Being **LIFE READY** means students leave high school with the grit and perseverance to tackle and achieve their goals by demonstrating personal actualization skills of **self-awareness**, **self-management**, **social-awareness**, **responsible decision making**, and **relationship skills**.”

Students who are **LIFE READY** possess the growth mindset that empowers them to approach their future with confidence, to dream big and to achieve big” (<https://www.redefiningready.org/life-ready>).


Strategies to Prepare Student Readiness



- ❑ L = **leverage** interactive tools
- ❑ I = **increase** student ownership
- ❑ F = **focus** on clear and consistent behavior expectations
- ❑ E = **empower** student voice and **encourage** celebrations

Document Experiences

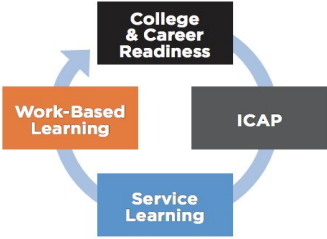
- Sample Activities:
 - Service Learning
 - Work-Based Learning
- Student Learning Outcomes
 - Remember:** recall facts
 - Understand:** identify ideas
 - Apply:** implement knowledge gained
 - Analyze:** use critical thinking
 - Evaluate:** reflect on experience
 - Create:** make tangible products

 **OKLAHOMA EDGE**

SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITIES

WHAT IS THE BASIC ICAP REQUIREMENT FOR SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITIES?

Students must complete and record at least one service learning and/or work environment (work-based learning) activity between ninth grade and graduation. (70 O.S. § 1210.508-4)



HOW IS SERVICE LEARNING DIFFERENT FROM WORK-BASED LEARNING?

<p>What is Service Learning?</p> <p>Service Learning allows students to learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community (National and Community Service Act of 1990).</p>	<p>What is Work-Based Learning?</p> <p>Work-Based Learning (WBL) expands academic and technical learning and accelerates advancement along career pathways. WBL develops readiness for work as well and skills that support entry or advancement in a particular career field (Employer Guide To Work-Based Learning).</p>
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HOW CAN STUDENTS DOCUMENT THEIR SERVICE LEARNING AND/OR WORK ENVIRONMENT (WORK-BASED LEARNING) ACTIVITY?

Students should have structured time to reflect, discuss, or write about their service learning and/or work environment (work-based learning) experience and how their experience connects to their chosen career pathway.

Students can complete a reflection sheet and/or survey to document their experience (e.g. [Work Sample Reflection Sheet Template](#)). These documents should be included within their electronic student portfolio.

To monitor progress, view:

- [Class of 2023 College Preparatory/Work Ready Curriculum Graduation Checklist](#)
- [Class of 2023 Core Curriculum Graduation Checklist](#)

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Assess Growth and Skill Development

7 Ideas for Student Reflection

1 Start w/ powerful questions.

What? (did I learn)
So What? (does it mean)
Now What? (are the next steps)

2 Let students tweet it out!

Even if not using actual twitter, let students reflect on a lesson in 140 characters or less.

3 Try the One Minute Paper.

Give students one minute to write a "paper" describing what they learned.

4 Try Sketch Notes.

Let students jot a quick drawing with notes to explain their thinking.

5 How about Video Reflections?

Students can quickly record themselves using an iPad or Chromebook describing their learning.

6 Use Google Forms.

Create a Form for students to complete at the end of class. You can use results to help plan future instruction.

7 Differentiate Reflections.

Give students the option to use any one of these methods or their own to reflect in a manner comfortable for them.

New Resource

- Postsecondary Opportunities Data to Action Toolkit



Next Steps

“The principal goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done.”

~Jean Piaget

Next Steps

What is one thing you plan to do to after today's presentation?

Contacts



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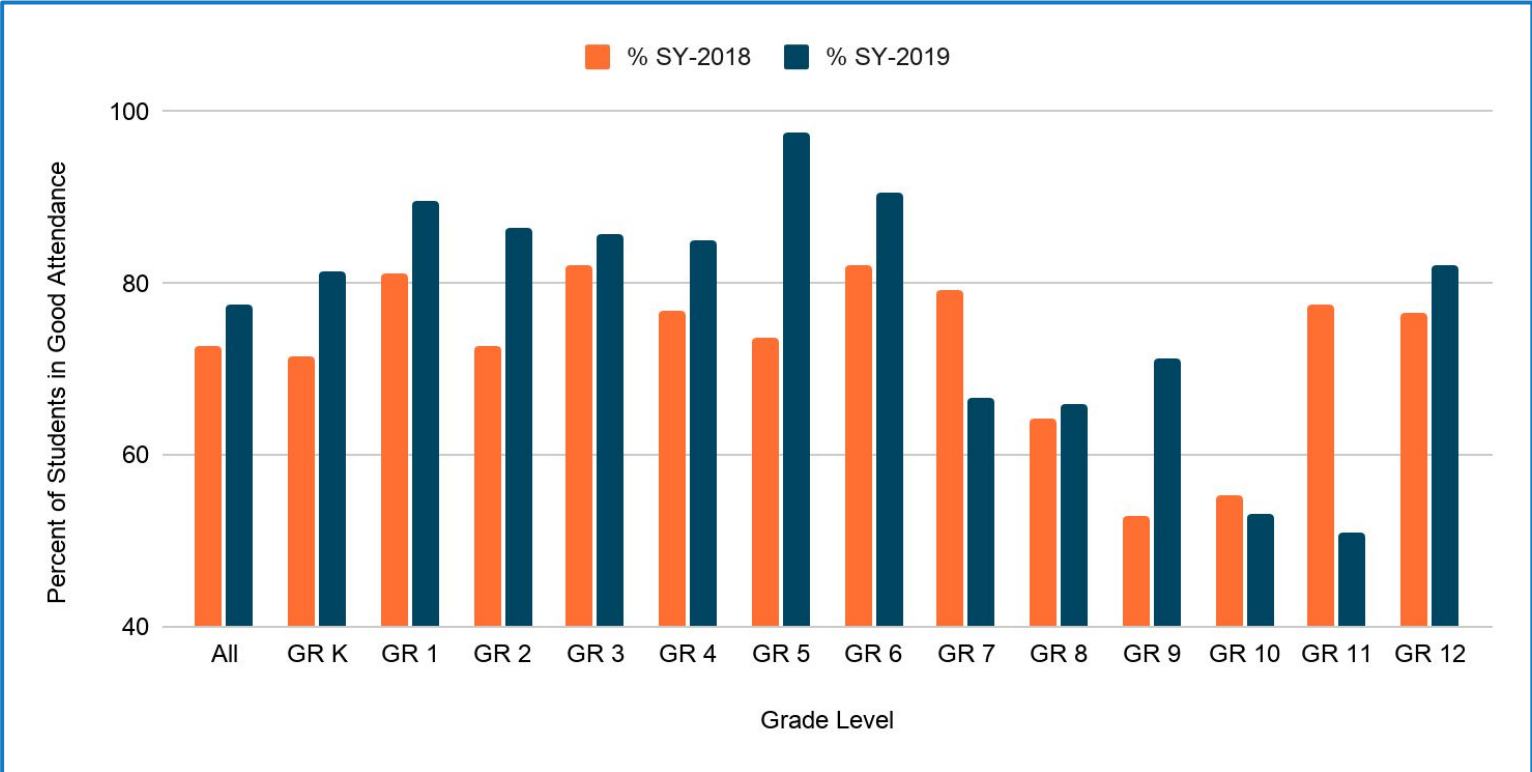


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Questions?

Rates of Good Attendance by Grade (Wewoka)



<u>Student Group</u>	% in Good Attendance SY 2018 (Wewoka)	% in Good Attendance SY 2019 (Wewoka)
Economically Disadvantaged	75.5%	74.5%
English Learner	NA	NA
Students with a Disability	70%	73%
Female	73.3%	79%
Male	71.8%	76.1%
Homeless	NA	81%
Military	NA	NA
Migrant	NA	NA
Foster	100%	88.2%
American Indian	68.5%	71.43%
Asian/Pacific Islander	NA	NA
Black	80.5%	75%
Hispanic	68.6%	78.6%
Two or More Races	75.7%	80.6%
White	71.2%	80.1%





Electronic Transcript

To better support a seamless transition from high school to postsecondary pursuits, the Oklahoma State Department of Education in partnership with Parchment will make electronic transcripts available to all districts at no cost at the launching of the new electronic transcript service.

Sign up for this free service [here](#).

Oklahoma State Department of Education e-Transcript Initiative

Frequently Asked Questions

What is the e-Transcript Initiative?

The Oklahoma State Department of Education (OSDE), in partnership with Parchment, will launch a new transcript service to make the request and delivery of electronic transcripts available to all districts. This service will allow educators, students and families to digitally transfer academic records among districts and postsecondary institutions at the push of a button.

What are the benefits of the e-Transcript Initiative?

- Faster and more secure admissions by allowing high schools and students to send and receive print or electronic transcripts with mobile tracking using Parchment's network of more than 85% of U.S. admissions offices
- Simplified fee processing for district records teams, alumni and third parties through online processing for any record type
- Modern, easy-to-use system for school counselors and staff
- Consistent, and streamlined and long-term access for learners to their academic records and achievements
- Shared access expanded to Career Tech, Oklahoma State Regents for Higher Education, and Oklahoma public colleges and universities.

What are the goals of the initiative?

Oklahoma is implementing Individual Career Academic Planning (ICAP) in schools statewide to prepare students for high-demand careers. To better support a seamless transition from high school to postsecondary pursuits, Oklahoma is investing in technology that will support both students and administrators. Additionally, the technology will support a seamless connection between a district's Student Information System (SIS) and Parchment, which ensures that a



Academics & Growth

- ❑ Academic Counseling
- ❑ College and Career Planning & Transitioning
- ❑ Work-Based Learning & Industry Engagement

Return to Learn Oklahoma guidance on College & Career Readiness, visit:

<https://sde.ok.gov/sites/default/files/Return%20to%20Learn%20Oklahoma.pdf>

