Alternative Education Advisory Notes and Follow-up

I. **At-Risk Student Data: Early Warning Indicator System and My Data System**
    - OSDE believes it is important to identify resources already available for district use. This identification will help the committee understand what resources are available and how to build upon them to meet the needs of districts and students.
    - As the advisory committee begins to make recommendations for improvement, we need to understand the data OSDE is currently collecting and potential future collections to be considered.

II. **American Youth Policy Forum (AYPF)**
    - National partnerships allow our state to have continued conversations for growth and improvement as well as networking opportunities related to current trends and innovative ideas.
    - The three district representatives who to traveled to Denver, CO in February 2017 shared "take-aways" from the visit that might serve as feasible in Oklahoma.
    - Oklahoma alternative education programs need to be able to educate and prepare students who are competitive in the 21st century. Partnerships like AYPF will allow us to stay current in trends, ideas and research.

III. **Recommendations for Possible Legislative Change**
    - OSDE believes multiple representatives from school districts, state agencies, legislators and community stakeholders should be at the table to discuss the needs of at-risk students as all engaged seek to serve the same purpose. It is our belief that this diverse group can engage to consider innovative ways to serve Oklahoma's most at-risk students.
    - The committee discussed five options and their pros and cons for an alternative education funding update.

1. Districts receive funds on a three-year average of students served in alternative education.
2. Reverting to a grant process for alternative education funding from the previous alternative education law.
3. Varied cooperative opportunities across the state with alternate model report card for alternative education.
4. Incentive set up if districts choose to enter a cooperative for multiple years (ex. 5 years) - similar to multiple districts sharing a superintendent.
5. Add weight to the state aid funding formula for alternative education.

IV. **Process changes to the Alternative Education Evaluation Model**
    - Qualitative and quantitative data should be used to accurately depict Oklahoma's alternative education programs. Eighty percent of these programs are categorized as rural where resources are limited or non-existent.
    - The OSDE wishes to build an evaluation model that encompasses both quantitative and qualitative data that creates the most accurate picture possible of alternative education programs. The recommendation is to complete site visits with a rubric format every two

years with a data-rich and student centered evaluation component each year from programs in academics, career and social/emotional areas.