



Board Member Questions and Feedback

January 12, 2026 - Agenda

Below are Superintendent feedback responding to Board member questions, grounded in OKCPS practice, Student Outcomes–Focused Governance (SOFG), and effective progress monitoring for Goal 3 - Postsecondary Completion.

Board Member	Agenda Item	Question	Superintendent Feedback
Cifuentes	6.01 Future-Driven 2030 Goal Monitoring	How did JROTC become identified as a post-secondary opportunity?	JROTC was identified as a postsecondary opportunity following changes in state law. The Graduation Act of 2024 (HB 3278) allows JROTC courses to count as pathway units toward high school graduation when aligned to a student’s Individual Career and Academic Plan (ICAP). These pathway units are intended to support postsecondary goals, including military enlistment. OKCPS, along with other districts, previously advocated for this flexibility, and feedback from state partners indicated that district input helped inform the legislative change.
Cifuentes	6.01	How do we know that ICAP is an effective tool? Is ICAP predictive of postsecondary success?	ICAP is designed as a planning and alignment tool that connects students’ interests to coursework and experiences during high school. Its primary purpose is to support informed decision-making around postsecondary options by helping students explore careers, align coursework to goals, and engage in early college and career experiences. Because ICAP is still in the early years of statewide implementation, the Oklahoma State Department of Education has not yet established longitudinal data linking ICAP completion to postsecondary outcomes. However, local indicators suggest improved clarity in student planning. In OKCPS senior surveys, fewer students report being “unsure” of their post-high school plans, and we have observed an increase in the range

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			of college majors students are selecting, suggesting broader exposure to postsecondary pathways. At this stage, ICAP is best understood as an enabling tool that strengthens readiness and alignment during high school, with postsecondary predictive validity still under development at the state level.
Cifuentes	6.01	I saw on the state's website that ICAP can be utilized for students starting in the 6th grade to meet their goals in collaboration with their educators, counselors, and schools. Which grade school teachers have been trained on the format? Is there a plan to extend the use to middle school?	OKCPS currently utilizes ICAP at the middle school level. Middle school students access the same ICAP platform used in high school, OKCareer Guide (Kuder Navigator), through Clever. Implementation at the middle school level is focused on age-appropriate career awareness and exploration, including interest inventories, career exploration activities, and exposure to high school academies and career technology programs. Ongoing support is provided to sites as they strengthen comprehensive career development plans aligned to ICAP expectations.
Cifuentes	6.01	How are you monitoring the implementation of the	Implementation is monitored through district dashboards that allow school leaders to track student participation in postsecondary opportunities and identify gaps. This data is reviewed regularly by school leaders and district staff to assess progress, address



		strategies on the PowerPoint slides?	barriers, and adjust strategies as needed.
Cifuentes	6.01	Given that a barrier identified in reaching our post-secondary opportunity goal is student awareness, was there anything learned about what has and has not worked in tackling this? How do you know what has and has not worked?	What we have learned is that student awareness improves when schools use coordinated, systemwide approaches rather than relying on practices that do not consistently reach all students. As clearer processes and shared tools have been implemented, we are seeing greater consistency in how postsecondary opportunities are communicated across schools. We know what is and is not working by reviewing participation data to identify students who have not enrolled in a postsecondary opportunity and examining where awareness or access gaps remain. This allows schools to move from broad messaging to more targeted and intentional outreach. Based on this learning, efforts have expanded to earlier grades through middle school staff engagement, strengthened school-level internship opportunities, and tighter alignment between counseling, school leadership, and district supports. Effective strategies utilized by high schools include utilizing guest speakers from industry to help students understand what the opportunities are, to having 1:1 and small group conversations with students to really understand their interests and help them connect to experiences.
Cifuentes	6.01	Given that capacity was also identified as a barrier, how will we	Capacity is being addressed by intentionally expanding the number and types of postsecondary opportunities available to students. One key strategy is the use of CTE capstone courses, which allow more students to complete aligned pathways within



		ensure that the spots are available for at least 69% of our 11th and 12th graders by 2030?	their home high schools while earning postsecondary credit. Shelly Grant, Director of Career and Technical Education, completed a three-year audit of CTE programs of study and identified where pathways and capstone courses can be expanded to support increased student participation. In addition, partnerships such as Metro Tech are being leveraged to grow capacity in high-demand fields, including healthcare.
Bowman	6.01	Can you elaborate on the hiring of the ED of Workforce Development and Director of Workforce Development in 2022-2023? How has that leadership evolved/changed since that time? What lessons have been learned since then regarding the leadership/systems?	As the scope of work evolved, leadership emphasis moved toward expanding external partnerships, deepening a connection to sites, connecting the organization to Goal 3, finalizing pathway programming, and preparing for the August opening of the College and Career Centers. A key area of growth has been the development of a comprehensive awareness and communications strategy, including branding, enrollment supports, and tools to help schools guide students in pathway selection and postsecondary opportunities. A key lesson learned is the importance of early, cross-departmental collaboration for large-scale initiatives of this magnitude. While the initial work established a strong foundation, bringing multiple departments together earlier to finalize timelines and implementation supports would have strengthened alignment. The current structure reflects this learning and positions the district to move forward effectively.
Bowman	6.01	Can you elaborate on the Postsecondary	Postsecondary Success Teams are school-based teams that meet monthly to review data, monitor student participation in postsecondary opportunities, and identify

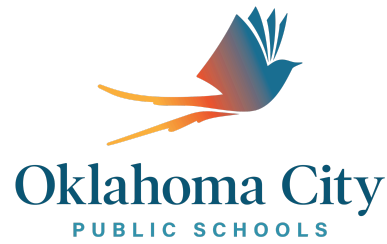
		Success Teams? What is their directive? How are you measuring the success of these teams?	strategies to support students who are on track or off track. The teams provide a structured space to surface successes, address challenges, and ensure intentional follow-up with students. This year, the model was expanded to include middle school principals to strengthen alignment across feeder patterns and reinforce postsecondary planning earlier in students' academic experience. Success is currently measured through student enrollment in postsecondary opportunities using district data dashboards. As this work continues to develop, the district is refining additional measures to better understand which actions are contributing to increased participation. These emerging indicators will help improve consistency across schools and guide adjustments over time.
Bowman	6.01	How do we know that "student awareness of available options varies by site"? What are the barriers to getting accurate and timely information to all eligible students?	Student awareness of postsecondary opportunities varies across sites because the systems for communicating these opportunities differ, and students are exposed to course opportunities at different times and in different ways across sites. This understanding comes from conversations with students, families, and staff, which highlight differences in how and when students learn about available options. Barriers to consistent awareness include student/advisor ratios, varied communication strategies, the timing of course approvals, career pathway rollouts, and enrollment planning, as well as the need for a centralized way to share information with all students. To address this, the district is developing "one-stop-shop" resources for OKCPS College and Career (which includes postsecondary opportunities), along with coordinated messaging and support, to ensure students and families have clear, timely,



			and consistent access to all options.
Bowman	6.01	RE: ICAP. Can you tell us more about this? What grade does it begin with? Then it takes place annually? Is it required or voluntary based on the school site? Is this connected to the Postsecondary Success Teams (do they have a role related to the ICAP)? What are the next steps following the completion of the ICAP?	Beginning with the Class of 2023, all Oklahoma students are required to complete an Individual Career Academic Plan (ICAP) to graduate from a public high school. ICAP provides students with a personalized roadmap to plan for college, careers, or other postsecondary options. Students can begin ICAP in middle school, though tracking for graduation requirements begins in 9th grade. Key elements (such as interest assessments, goal setting, and course selection) are completed annually, and students must complete at least one work-based or service-learning experience before graduation. While the ICAP is required, school sites can leverage Postsecondary Success Teams to guide implementation and support students in completing their plans. Upon completion, the ICAP helps ensure students are prepared to pursue life after high school, whether through employment, enrollment in higher education, or enlistment military service.
Lewis	6.01	What is the current baseline for fully implemented Postsecondary Success Teams and	Postsecondary success teams - that are most successful include multiple members close to the postsecondary success. Most high schools have consistently met with their teams, counseling & Workforce Development to review data, align practice and implement identified strategies to close postsecondary enrollment gaps.



		what is the plan/timeframe for complete implementation? Besides implementing Postsecondary Success Teams, what are other strategies (if any) to address campuses where ICAP participation lags behind the district average?	Targeted district support can be deployed to sites that may struggle to show growth in our measurables. Here a deeper root cause analysis can be conducted, and additional support can be provided.
Lewis	6.01	What are some specific partnership initiatives being implemented to increase concurrent enrollment and work-based learning opportunities? (Referenced on the last page of the monitoring report)	OKCPS has worked with local community colleges to increase on-site course offerings as well as online enrollment in concurrent programs. OCCC has worked with OKCPS to offer an Early Start model for 10th grade students who meet the 3.0 GPA requirement. Conversations are being held with Rose State College to offer similar programming for Star Spencer and BIEHS (sites that reside outside of the OCCC service area). A key strategy has been to educate school counselors on college options, acclimate them to the campuses, and connect them directly with college advisors as partners in the concurrent enrollment process. Counselors who work with concurrent enrollment students meet monthly with the Exec Dir of Counseling & CCR to address any concerns. To address the challenge of limited capacity for college faculty capacity to deliver

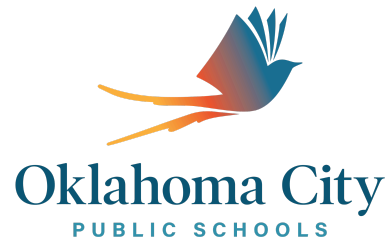


			on-site courses, we are exploring the possibility of using OKCPS staff as adjunct professors to increase course offerings. Current considerations involve staff compensation and potential lack of student engagement because of staff familiarity. Alternative education programs have also developed robust internship and job shadowing programs. Emerson South has designated a teacher (Mr. Rhodes) who partners with the STARR foundation to provide students with real world experiences. This partnership has provided opportunities for 90% of seniors to engage in an internship. Partners such as OU Health, SSM Health, Mercy and Integris are engaging with students across the district with a goal of recruiting talent to the high-demand field of healthcare. Construct My Future (CMF) has provided paid internships to students in three high schools this year giving 29 students an opportunity to start their construction careers journey. CMF has successfully hired high school graduates completing the internship program at 82%. Partners such as Progressive Stamping, Manufacturing Skills Academy, OSU-OKC are providing guidance and support in the development of the new Advanced Manufacturing pathway to ensure students have an avenue to manufacturing careers.
Lewis	6.01	How is the district measuring Workforce Development initiatives to determine	We will measure student participation and access data (internships, work-based learning, concurrent enrollment, credentials, and pathway completion), reviewed regularly through district dashboards and school-based teams. In addition, the district will intentionally gather ongoing input from community partners, employers, students,



		success? Are we working with partners that have specific measurements for success of the partnership?	and families through surveys and structured feedback to assess quality, relevance, and equity of opportunities and to guide continuous improvement. Many partners bring their own success measures (e.g., skills alignment with employee needs, increased degrees in critical fields). OKCPS will work to ensure those partner metrics align with district Goal 3 priorities. As part of the district's shift to SOFG, OKCPS expects workforce partners to share responsibility for supporting student outcomes, while the district remains fully accountable for results. For instance, partners such as those engaged through the Fields & Futures campaign, play a critical role in expanding access and opportunity, but OKCPS retains ownership of performance and progress toward its goals. Additional, community and partner training on SOFG principles will further strengthen this process by building shared understanding of outcomes, measures, and monitoring processes across partnerships.
Lewis	6.01	As the ED and Director of Workforce Development positions were created in 2022-2023, has the district evaluated the additions since that time to determine effectiveness and to	See response above to Vice-Chair Bowman's question. Our current timeline for the opening of our College and Career Centers is on track for the Fall of 2026. We are currently navigating a change in the completion date for part of the College and Career space at Northwest Classen High School, and will provide more information once that information is finalized.

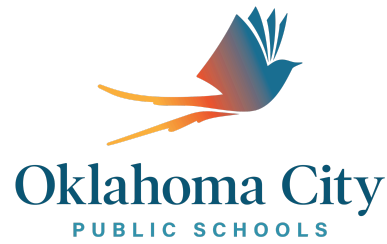
		ensure the scope of work is on track for the opening of the college and career centers in Fall of 2026?	
Lewis	6.01	How is OKCPS ensuring consistent and accurate coding of postsecondary opportunities (e.g., internships, JROTC, CTE certifications) across schools within the student information system to ensure the OSDE measure is reliably captured?	Courses available to sites are built by the SISOpSS team at the district-level within Infinite Campus to ensure consistency across campuses. In partnership with the Dir of Curriculum & Instruction, Exec Dir of Counseling & CCR, Dir. of College & Career Readiness, and Executive Director of Workforce Development, course codes are reviewed to ensure alignment with current OSDE postsecondary opportunities guidance and ODCTE subject codes. Sites principals and counselors are instructed to review courses adopted are up-to-date and to confirm enrollment requirements (i.e. Internship I for juniors and Internship II for seniors). PRE holds training for principal and counselor teams to review scheduling and course information. Our Planning, Research, and Evaluation team works with principals during review windows to assist with district-level “double checking” of SDE records to ensure that their reports accurately reflect our data.
Lewis	6.01	Does the ICAP dashboard use lead to improved outcomes? How is the district monitoring what is	As our team gets more connected to the ICAP dashboard, and to the opportunities for deeper conversations with students around their individual interests, we do expect it to lead to improved participation in postsecondary opportunities. The ICAP dashboard has reinforced the need for sites to monitor yearly ICAP progress



		working and is not working on the dashboard data? What is the procedure for students discussing ICAP results with a counselor, teacher etc?	alongside academic success measures. Because school leaders have data readily available, they can identify students who are off track and work with site teams to ensure students are completing ICAP requirements. data is monitored directly from the OK ICAP Reporting in OKCareerGuide to track completion. The data is frequently monitored and supported by the College and Career department. Direct support to sites is provided by the College and Career department. Sites are cautioned to view completion within context as items may be completed at any time during the year and some elements are only required ONCE prior to graduation (i.e. work-based learning). To increase classroom discussion and completion at early grades, ICAP has been embedded in the Civics course offered at 9th grade.
Meister	6.01	Have we pinpointed the reasons there are variations by site of student awareness? Is this a staffing issue or lack of interest on the students part?	See response to Vice-Chair Bowman's question above.
Shelton	6.01	How does ICAP support our district's long term goals for	See response to Board Member Cifuentes' question above.



		college, career, and life readiness?	
Shelton	6.01	How do students understand the purpose of ICAP-not just the requirements?	Messaging around ICAP is being introduced in earlier grades (elementary as career development and middle school as ICAP) so that students are aware of ICAP as a planning tool and not simply a graduation requirement. To increase classroom discussion and completion at early grades, ICAP has been embedded in the Civics course offered at 9th grade.
Shelton	6.01	How early are students introduced to ICAP and how does it evolve from middle to high school?	Elementary students are introduced to career exploration and development through the use of a tool called Kuder Galaxy. This is through the same vendor as the secondary tool chosen by the district to manage a student's ICAP called Kuder Navigator. When students reach 6th grade, the ICAP language is introduced to acclimate students to what Individual Career Academic Planning is so that they have a better understanding of career planning when they reach high school before it is tracked as a graduation requirement.
Shelton	6.01	If we look at a graduating seniors ICAP, would it tell us if they are truly prepared for their next steps?	By the time a senior has completed their ICAP, one would have taken at least four interest assessments, set annual academic and career goals, updated their annual education plan, and discovered what top career clusters, pathways, and work values the student possesses. Students would know whether their career interest matched their confidence and personality (realistic, artistic, enterprising, investigative, social, or conventional). Looking at the ICAP report alone will not determine preparedness, but it will show that

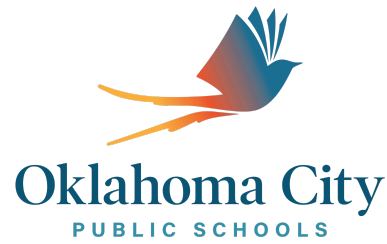


			the student has created a plan, adjusted the plan, and documented their experiences. For example, goals change from “I want to increase my grade in chemistry” to “get into a club” to “I want to get accepted into the University of Oklahoma”. Comparing the ICAP with actual courses taken and experiences will provide a better picture of whether the student is prepared for their chosen field after high school.
Lewis	12.01 Encumbrance Report	Please provide more detail on the following encumbrances. My purpose for the clarity is as we move into budgeting for next year, I would like to better understand how Professional Development is linked to our goals and overall staff culture and growth, how we will decide if a professional development provided desired results and if not, how will a new PDU be chosen? Three of the encumbrances, I believe, are related to	Transparency is the demonstration of our financial commitment to student achievement. We are moving beyond tracking "what we spent" to utilizing Academic Return on Investment (A-ROI) to measure the "learning yield" of every dollar. Protocol Development: Cabinet is currently developing a rigorous protocol to measure the influence of people, programs, and professional development on student outcomes. Measuring Influence: We are shifting from measuring "hours of training" to measuring "impact on instruction" through leading indicators like classroom walkthroughs and interim assessment movement. Upcoming Workshop: We are looking forward to our upcoming workshop with our Council of the Great City Schools (CGCS) coaches. Strategic Reallocation: This session will focus on the "Aligning and Abandoning" framework to rightsize OKCPS budgets. We will evaluate every program to ensure we are prioritizing "student outcome promises" over adult intentions. Professional Development & Instructional Support (Goals #1 & #2) You inquired about how PD is linked to our goals and how we measure results. Per Guardrail #2, we are prioritizing foundational literacy and math. - Strategic Investments: 95 Percent Group LLC (\$41,600.00 x2): Essential foundational literacy training for Goal #1.

		providing OT, PT and Speech services to students. I'd like to know if we are able to provide the needed services to all students who require the services? Are we looking at the effectiveness of therapists being provided by the companies? The last 4 encumbrances are simply curiosity, what did this video service provide to OKCPS? Thank you in advance for your time and feedback. (Encumbrance lines requested listed below)	○ Instructional Empowerment Inc (\$24,412.50): Classroom rigor and teacher coaching. This one is not a District purchase, this was purchased with school improvement funds provided by OSDE. ○ Hand2Mind, Inc (\$17,000.00): Hands-on literacy tools to support guided phonics for Goal #1. ○ AVID Center (\$25,236.00): Preparation for Goal #3 (Postsecondary). ○ HMH (Houghton Mifflin Harcourt) is a prime vendor that provides our primary ELA curricular resources (Into Reading and Into Literature) as well as many supplemental curricular resources (ex. Writable, Read180, Math180, etc...). HMH is also the parent company of NWEA. ● Measurement of Results (A-ROI): We utilize leading indicators (changes in teacher practice observed during walkthroughs) and interim goals (mid-year assessment performance) to evaluate effectiveness. If a provider fails to move these metrics, we consider reallocating funds. Three of the encumbrances are related to providing OT, PT and Speech services to students. ● Student Services (IEP Mandates) These vendors ensure compliance with Guardrail #4 (Fair Access) by providing required OT, PT, and Speech services: ○ Vendors: Chatterbox Speech (\$308,193), New Direction Solutions (\$189,761), Soliant Health (\$87,352), and others. ○ Justification: These contractors fulfill our legal obligation to provide IEP-mandated services, covering gaps caused by internal staffing vacancies. We will audit these providers for quality of service, ensuring they are moving students toward developmental milestones, not just billing for minutes. ○ We are currently meeting the needs of students who require related services. While there were some staffing-related gaps in OT services and a small number of high school speech services earlier in the year, there were no gaps in PT
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			services. All students who require Speech, OT, and PT services are now receiving services in alignment with their IEPs. Because many services are written as “sessions per year,” therapists are able to make up any missed sessions before the end of the school year. Additionally, any services that are unable to be delivered will be offered as compensatory service options, if needed, with a focus on meeting family needs. Chase Journey House Travel (Out of District Travel) - PO 4526005183 was issued as a supplemental purchase order for travel expenses related to PO 4526004117. The District subsequently received a credit, and as a result, the supplemental PO was canceled. Video Reality - These lines are expenses related to our VPA (Visual and Performing Arts) programming. Video Reality has participated in the bid process and used as a primary contractor or sub-contractor on most auditorium or sound stage repairs or installations in our district. They are also often contracted by the construction teams of our district led school construction plans. They provide integrated audio-visual technology and mandatory security hardware. These installations ensure that we have enriching environments supported by Guardrail #4.
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4526005102	95 PERCENT GROUP LLC	Professional Employee Training/Developme	SEL		41,600.00
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4526005183	CHASE JOURNEY HOUSE TRAVEL	Out-of-District Travel	BID		0.00
4526005064	BELIEVE PRODUCTIONS INC	Professional-Education Services	SEL		11,034.62
4526005148	CHATTERBOX SPEECHTHERAPY LLC	Student Services	BID		308,193.50
4526005235	HAND2MIND, INC	Professional Employee Training/Developme	SEL		17,000.00
4526005106	HOUGHTON MIFFLIN HARCOURT PUB CO	Professional Employee Training/Developme	SEL		4,200.00
4526005243	HOUGHTON MIFFLIN HARCOURT PUB CO	Professional Employee Training/Developme	BID		8,400.00
4526005263	HOUGHTON MIFFLIN HARCOURT PUB CO	Books & eBooks	SEL		359.10
4526005225	INSTRUCTIONAL EMPOWERMENT INC	Professional Employee Training/Developme	BID		24,412.50
4526005150	NEW DIRECTION SOLUTIONS LLC	Student Services	AGR		189,761.98
4526005152	ORANGE TREE STAFFING	Student Services	AGR		5,340.00
4526005155	SOLIANT HEALTH LLC	Student Services	AGR		87,352.78
4526005096	SPEAKS 4 YOU, INC.	Professional-Education Services	SEL		7,500.00
4526005153	SUNBELT STAFFING LLC	Student Services	AGR		16,764.63
4526004948	THE LEARNING PROJECT LLC	Professional Employee Training/Developme	SEL		9,950.00
4526005151	THERAPEDS	Student Services	AGR		7,093.72
4526005309	VIDEO REALITY	Const Svc Outsd Contractor	SEL		35,434.58
4526005310	VIDEO REALITY	Const Svc Outsd Contractor	SEL		47,050.46
4526005311	VIDEO REALITY	Const Svc Outsd Contractor	SEL		47,943.25
4526005312	VIDEO REALITY	Const Svc Outsd Contractor	SEL		12,417.93
4526005313	VIDEO REALITY	Const Svc Outsd Contractor	SEL		12,373.57

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