

**Mid-Continent Comprehensive Center (MC3) Work Plan
for the Oklahoma State Department of Education (OSDE)
for Year 5 (July 1, 2009 thru September 30, 2010)**

Capacity Building Goal 1: Build OSDE's capacity to support districts and schools most in need of improvement and close the achievement gaps among diverse student populations.				
Capacity Building Objective 1: Provide OSDE and its school support teams with the knowledge, skills, and tools needed to help districts and schools in the use of classroom assessments to inform instructional decisions at the classroom level.				
Technical Assistance (TA) Delivery Methods and Strategies: Print and web-based documents, teleconferencing, video-conferencing, webcasts/podcasts, web-based working groups, and professional development sessions				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Continue to provide support and assistance to OSDE and school support teams in using the <i>MC3 Classroom Assessment KnowledgeBase</i> to assist districts and schools in using multiple forms of classroom assessment to inform instruction across content areas.	July 2009 Ongoing	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison	Art Gross and Tammy Keefer, Northrop Grumman	N/A
Benchmark: Documentation of delivery of professional development to OSDE staff members and school support teams (types, participants, hours, and evaluations)	September 2010			
Evaluation of Objective/Outcome				
Relevance: To what extent do the knowledge, skills, and tools provided support OSDE in helping schools address the informational needs of students, teachers, administrators, and parents provided by classroom assessment?	Usefulness: To what extent do the knowledge, skills, and tools provided support OSDE in helping teachers develop and/or select various types of classroom assessments, use the results of the assessments for instructional decision making, and communicate with students and their parents?	Quality: To what extent do the knowledge, skills, and tools provided incorporate the most recent research/evidence-based best practices on classroom assessment and integrate with overall assessment and accountability under NCLB?		
Capacity Building Objective 3: Provide OSDE with the knowledge, tools, and skills to educate districts and schools about the Response to Intervention (RtI) model as a framework for early intervention for students experiencing academic difficulties.				
TA Delivery Methods and Strategies: Consultation, online resources, professional development, teleconferencing, video conferencing, webcasts, and work groups				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Continue follow-up activities consistent with the OSDE RtI Plan to support the professional development delivered to RtI pilot sites and provide guidance, feedback, and resources.	July 2009 Ongoing	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Larry Hartzell, OSDE RtI Coordinator	Tessie Rose, National Center on RtI Greg Roberts, Center on Instruction (COI) - Special Education Strand Eric Dickson, Southeast Regional Resource Center (SERRC)	N/A

			Bradley Scott, South Central Equity Center	
Benchmark: Documentation of participation including agendas, participants, timelines, evaluations, and reflections	October 2009 January 2010 April 2010 July 2010			
2. Provide TA based on identified needs and research-based practices using recommended TA strategies that build OSDE's capacity to support RtI implementation statewide.	October 2009	Sarah Hall Courtney Lockridge Larry Hartzell	Tessie Rose Greg Roberts Eric Dickson	N/A
Benchmark: Documentation of needs and TA recommendations determined from input of OSDE staff members and MC3 partners	November 2009 March 2010			
Evaluation of Objective/Outcome				
Relevance: Data will be collected over time to determine if the knowledge, tools, and skills provided about RtI meet the specific needs of OSDE as they assist districts and schools in providing early intervention for students experiencing academic difficulties.	Usefulness: Data will be collected over time to determine if the knowledge, tools, and skills provided about RtI were helpful to OSDE in providing support to districts and schools.		Quality: Data will be collected over time to determine if the knowledge, tools, and skills provided about RtI model incorporate current research/evidence-based best practices.	
Capacity Building Objective 5: Provide OSDE and its school support teams with the knowledge, skills, and tools needed to assist districts and schools in the use of curriculum mapping.				
TA Delivery Methods and Strategies: Consultation, online resources, professional development, teleconferencing, video conferencing, webcasts, and work groups				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Complete development of the <i>MC3 Curriculum Mapping KnowledgeBase</i> by surveying curriculum mapping practitioners and experts to determine recommendations for adjustments to better support teachers in reaching efficient levels of decision-making.	July 2009	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Jennifer Watson, OSDE Curriculum/Effective Schools Team Leader	Art Gross and Tammy Keefer, Northrop Grumman Curriculum Mapping TAG Heidi Hayes Jacobs, Curriculum Designers, Inc.	N/A
Benchmark: <i>MC3 Curriculum Mapping KnowledgeBase</i> on MC3 website made public	August 2009			
2. Provide professional development and resources for OSDE school support teams to build their capacity to assist district and schools in the use of curriculum mapping to improve instruction and increase teacher effectiveness.	August 2009 Ongoing	Sarah Hall Courtney Lockridge Jennifer Watson Mary Pearson, OSDE School Support Executive Director	Art Gross and Tammy Keefer Heidi Hayes Jacobs	N/A
Benchmark: Documentation of professional development including participants, dates, agendas, and evaluations	January 2010 August 2010			
3. Continue follow-up activities to support the <i>MC3 Curriculum Mapping Community of Practice (CoP)</i>	July 2009 Ongoing	Sarah Hall Courtney Lockridge	Art Gross and Tammy Keefer Heidi Hayes Jacobs	N/A

and provide guidance, feedback, and resources.		Jennifer Watson		
Benchmark: Documentation of participation including agendas, participants, timelines, and evaluations	December 2009 June 2010			
Evaluation of Objective/Outcome				
Relevance: To what extent do the knowledge, skills, and tools provided support OSDE in helping schools address the informational needs of students, teachers, administrators, and parents provided by curriculum mapping?		Usefulness: To what extent do the knowledge, skills, and tools provided support OSDE in helping teachers use curriculum mapping to foster dialogue among teachers about their work and provide a process for ongoing curriculum and assessment review?		Quality: To what extent do the knowledge, skills, and tools provided incorporate the most recent research/evidence-based best practices on curriculum mapping and integrate with improvement in student performance under NCLB?
Capacity Building Objective 6: Provide OSDE and Master Teacher cohorts with the knowledge, skills, tools, and strategies to support effective practices by teachers in the classroom.				
TA Delivery Methods and Strategies: Consultation, online resources, professional development, teleconferencing, video conferencing, webcasts, and work groups				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Provide support to OSDE in the development of the Master Teacher II cohort which will extend the learning acquired through the Master Teacher Project and result in expert practitioners in all content areas throughout the state.	July 2009 Ongoing	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Jennifer Watson, OSDE Curriculum/Effective Schools Team Leader	Art Gross and Tammy Keefer	N/A
Benchmark: Action plan developed with timelines and persons responsible	August 2009			
2. Maintain a discussion forum for the Master Teacher I and II cohorts on the MC3 website.	September 2009 Ongoing	Sarah Hall Courtney Lockridge Jennifer Watson	Art Gross and Tammy Keefer Tricia Coulter, National Content Center on Teacher Quality (TQ Center) COI - Reading, Mathematics, Science, English Language Learner (ELL), and Special Education Strands	N/A
Benchmark: Documentation of participation, including agendas, participants, timelines, and evaluations	Ongoing			
3. Continue to support and assist OSDE staff members and Master Teacher cohorts in using the discussion forum.	November 2009 Ongoing	Sarah Hall Courtney Lockridge Jennifer Watson	MC3 Consultants as requested by Master Teacher forum participants	N/A
Benchmark: Documentation of participation and use by the Master Teacher cohorts	January 2010 July 2010			
4. Support OSDE in developing teacher leaders through the Master Teacher project to model best practices in curriculum, instruction, and assessment.	December 2009 Ongoing	Sarah Hall Courtney Lockridge Jennifer Watson	National High School Center	N/A
Benchmark: Documentation of participation by the Master	March 2010			

Teacher cohorts	July 2010			
Evaluation of Objective/Outcome				
Relevance: To what extent do the knowledge, skills, and tools support OSDE in using master teachers as providers of professional development?	Usefulness: To what extent do the knowledge, skills, and tools provided support OSDE as they help master teachers use effective strategies to foster dialogue among teachers about their work and provide a process for ongoing professional development through discussion?	Quality: To what extent do the knowledge, skills, and tools provided incorporate the most recent research/evidence-based best practices on and integrate with improvement in student performance under NCLB?		
Capacity Building Objective 7: Provide OSDE and its school support teams with the knowledge, skills and tools needed to help districts and schools implement models to successfully include English language learners (ELLs) in the regular education classroom.				
TA Delivery Methods and Strategies: Consultation, online resources, professional development, teleconferencing, video conferencing, webcasts, and work groups				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 2010				
1. Convene a work group to plan a web-based discussion forum on ELLs.	July 2009 Ongoing	Rosie García-Belina, MC3 Migrant and ELL TA Coordinator Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Melissa McGavock, OSDE Title III Director Ramona Paul, OSDE Assistant State Superintendent for Professional Standards	Art Gross and Tammy Keefer, Northrop Grumman	N/A
Benchmark: Action plan developed with timelines and persons responsible	July 2010			
2. Create and maintain a web-based discussion forum on ELLs using the MC3 website as a conduit to share information, resources, and tools.	September 2009 Ongoing	Rosie García-Belina Sarah Hall Courtney Lockridge Melissa McGavock	Art Gross and Tammy Keefer Mabel Rivera, Center on Instruction (COI) – ELL Strand	N/A
Benchmark: ELL discussion forum established on the MC3 website with documentation of participation	December 2009			
3. Provide professional development on research-based models that support teachers in the delivery of instruction to all students in regular education classrooms.	July 2009 Ongoing	Rosie García-Belina Sarah Hall Courtney Lockridge Melissa McGavock Kim Landers, OSDE Title III/ Bilingual Coordinator	N/A	N/A
Benchmark: Documentation of professional development including participants, agendas, materials, and evaluations	August 2009 Ongoing			
4. Provide support to OSDE as they assist districts and	September 2009	Rosie García-Belina	N/A	N/A

schools in the implementation of models to successfully meet the needs of ELLs.	Ongoing	Sarah Hall Courtney Lockridge Melissa McGavock Kim Landers		
Benchmark: Documentation of participation including agendas, participants, timelines, and evaluations	October 2009 Ongoing			
5. Recommend research-based accommodations provided for ELL and special education students by other SEAs.	January 2010	Rosie Garcia-Belina Sarah Hall Courtney Lockridge	COI – Special Education Strand	N/A
Benchmark: Report detailing review of successful accommodations	March 2010			
Evaluation of Objective/Outcome				
Relevance: Data will be collected over time to determine if the knowledge, tools, and skills provided about the ELL models met the specific needs of OSDE to help districts and schools to successfully include students with special needs in the regular classrooms.		Usefulness: Data will be collected over time to determine if the knowledge, tools, and skills provided about the ELL models were helpful to the OSDE staff members in providing support to districts and schools.		Quality: Data will be collected over time to determine if the knowledge, tools, and skills provided about the ELL models incorporated current research/evidence-based best practices.
Capacity Building Objective 8: Build the capacity of OSDE to support the development of effective leadership for administrators in schools identified for school improvement.				
TA Delivery Methods and Strategies: Print and web-based documents, teleconferencing, video-conferencing, web casts, web-based working groups, and professional development sessions				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Support OSDE in aligning the Center for Innovation and Improvement (CII)-developed online school improvement system with the <i>Oklahoma One Goal: Nine Essential Elements</i> .	July 2009	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Ramona Coats, OSDE Federal Programs Director Cindy Koss, OSDE Standards & Curriculum Assistant State Superintendent Mary Pearson, OSDE Title I School Improvement Director Kerri White, OSDE High School Reform Executive Director	Sam Redding, CII	N/A
Benchmark: Online system aligned with the <i>Oklahoma One Goal: Nine Essential Elements</i> and available on or linked to the OSDE website	November 2009			
2. Support OSDE in providing targeted TA to districts and schools in improvement using the online school improvement system (CII/Virginia Project model)	July 2009 Ongoing	Sarah Hall Courtney Lockridge Ramona Coats	Sam Redding, CII	N/A

aligned to the <i>Oklahoma One Goal: Nine Essential Elements</i> .		Cindy Koss Mary Pearson		
Benchmark: Documentation of TA delivery and support activities (types, participants, hours, and evaluation)	November 2009 Ongoing			
3. Develop a research-based electronic support system at the MC3 website.	July 2009 Ongoing	Sarah Hall Courtney Lockridge	Art Gross and Tammy Keefer	N/A
Benchmark: Incorporation of virtual TA tools and services on the MC3 website to support effective leadership practices	January 2010 July 2010			
4. Provide TA in the exploration and discussion of identified middle and high school reform issues and the analysis of data related to these issues.	September 2009 Ongoing	Sarah Hall Courtney Lockridge Cindy Koss Kerri White	National High School Center CII	N/A
Benchmark: Documentation log of TA provided	December 2009 June 2010			
5. Provide TA in the exploration and discussion of Charter School issues and research on best practices.	September 2009 Ongoing	Sarah Hall Courtney Lockridge Cindy Koss Kerri White	National High School Center CII TQ Center	N/A
Benchmark: Documentation of TA delivery and support activities, including agendas, minutes, and evaluations	November 2009 July 2010			
6. Provide TA to support the OSDE leadership team through participation in CII's Academy of Pacesetter States. The Academy includes five days of professional development and planning in July 2009 followed by a day each month of distance learning, monthly individual telephone conferences, and a year-end, three-day meeting for advanced training.	July 2009 Ongoing	Sarah Hall Courtney Lockridge Karyn Hutchens, OSDE Resident Teacher Director Cindy Koss Jackie Mania, OSDE Title I Program Specialist Mary Pearson Jennifer Watson, OSDE Curriculum/Effective Schools Team Leader	CII	N/A
Benchmark: Documentation of participation in Academy and completed statewide system of support rubric and action plan	July 2009 Ongoing			
Evaluation of Objective/Outcome				
Relevance: Data will be collected over time to determine if the TA provided addressed the specific capacity-building needs and interests of OSDE to improve instructional leadership for administrators.	Usefulness: Data will be collected over time to determine if OSDE's increased knowledge afforded greater access to information that supports leadership in districts and schools as they make decisions regarding school improvement.	Quality: Data will be collected over time to determine if the resources and professional development provided to OSDE were based on current research and exemplary practices on instructional leadership.		
Capacity Building Goal 2: Improve OSDE's ability to support districts' and schools' implementation of NCLB with clearly articulated policies and procedures.				
Capacity Building Objective 1: Provide assistance to OSDE with writing and revising policies and procedures that help schools with continuing to implement NCLB.				

TA Delivery Methods and Strategies: Consultation, online resources, professional development, teleconferencing, video conferencing, webcasts, and work groups				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Continue to support and assist OSDE as it reviews and revises existing policies, develops new policies, and provides guidance to districts and schools to facilitate implementation of NCLB.	July 2009 Ongoing	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Cindy Koss, OSDE Standards & Curriculum Assistant State Superintendent	TQ Center CII	N/A
Benchmark: Documentation of TA delivery and support activities (types, participants, hours, and evaluation)	January 2010 July 2010			
2. Provide resources and tools to assist OSDE with disseminating revised policies, procedures, and guidelines to districts and schools.	July 2009 Ongoing	Sarah Hall Courtney Lockridge	TQ Center CII	N/A
Benchmark: Revised and new policies, procedures, and guidelines disseminated by OSDE to districts and schools throughout the state and posted on OSDE's website.	January 2010 July 2010			
Evaluation of Objective/Outcome				
Relevance: To what extent do new, revised, or modified policies and/or procedures support OSDE in providing clear expectations to districts and schools about effective implementation of NCLB?	Usefulness: To what extent do the new or revised policies help OSDE provide clear guidelines that support districts and schools in more effectively meeting the needs of all students?		Quality: To what extent do the new or revised policies and procedures articulate clear expectations to districts and schools about implementation of NCLB?	
Capacity Building Goal 4: Improve the quality of instruction at all levels in schools and in supplemental educational services (SES) to close the achievement gap.				
Capacity Building Objective 1: Provide support to OSDE in developing a plan to track student participation in SES and evaluate the services provided.				
TA Delivery Methods and Strategies: Print and web-based documents, working groups, assistance with the development of assessment tools, and professional development				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Continue to provide TA and support to OSDE in reviewing and revising provider applications and monitoring documents.	July 2009 Ongoing	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Gary Hurst, OSDE Supplemental Educational Services Director	Steven Ross, University of Memphis Center for Research in Educational Policy CII	N/A
Benchmark: Documentation log of TA provided	December 2009 July 2010			

Evaluation of Objective/Outcome				
Relevance: Data will be collected over time to determine if the SES evaluation plan and student tracking system addressed OSDE's need to build its capacity to determine the quality and effectiveness of SES and their impact on student achievement.	Usefulness: Data will be collected over time to determine if the SES evaluation plan and student tracking system were helpful to OSDE in making data-driven decisions about <ul style="list-style-type: none"> • guidance for providers, • contract renewal or termination, and • recommendations to improve services. 	Quality: Data will be collected over time to determine if the SES evaluation plan and student tracking system provided reliable information for decision making for OSDE, districts, and schools.		
Capacity Building Goal 5: Enhance OSDE's capacity to support districts and schools in their efforts to increase parent and family involvement.				
Capacity Building Objective 1: Provide OSDE with the knowledge, skills, and resources needed to assist districts and schools inform parents about services available to their children through NCLB.				
TA Delivery Methods and Strategies: Print and web-based resources and the leveraged resources of the Oklahoma Parent Information Resource Center				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
Based on input from MC3 Oklahoma SCC members (March 2009), the Technical Assistance Activities/Tasks in this objective have been subsumed under other objectives.				
Evaluation of Objective/Outcome				
Relevance: Data will be collected over time to determine if the knowledge, skills, and resources provided by MC3 addressed the specific needs of OSDE to build its capacity to assist districts and schools inform parents about services available to their children through NCLB.	Usefulness: Data will be collected over time to determine if the knowledge, skills, and resources provided by MC3 allowed OSDE to develop and implement an action plan to assist districts and schools inform parents about services available to their children through NCLB.	Quality: Data will be collected over time to determine if the knowledge, skills, and resources provide by MC3 incorporated evidence-based best practices.		
Capacity Building Goal 6: Enhance OSDE's capacity to support districts and schools in their efforts to address the instructional needs of diverse learners, in particular, American Indian students				
Capacity Building Objective 1: Provide OSDE with the knowledge, skills, and resources to assist districts and schools to provide research-based, culturally relevant, and culturally competent instruction (approaches, themes, materials, activities, and resources) that promotes high expectations and achievement.				
TA Delivery Methods and Strategies: Face-to-face professional development, MC3 <i>KnowledgeBases</i> , and discussion forums				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Review and revise the dissemination plan for the <i>MC3 American Indian Education KnowledgeBase</i> .	July 2009	Sarah Hall, MC3 OK TA Coordinator Courtney Lockridge, MC3 OK TA Liaison Jacob Tsotigh, MC3 KS TA Coordinator Valeria Littlecreek, OSDE Tribal Affairs Director	American Indian Institute	N/A
Benchmark: Revised dissemination plan developed	September 2009			

2. Continue to provide professional development to support OSDE as it assists districts and schools in using the <i>MC3 American Indian Education KnowledgeBase</i> .	Ongoing	Sarah Hall Courtney Lockridge Jacob Tsoitigh Valeria Littlecreek	Jon Reyhner, Northern Arizona University Professor of Education American Indian Institute	N/A
Benchmark: Documentation of TA provided	January 2010 June 2010			
3. Continue regional collaboration with Regional Comprehensive Centers serving states with significant American Indian student populations to plan, develop, and implement an American Indian Student Achievement Summit to address teaching and learning issues of American Indian students.	Ongoing	Sarah Hall Courtney Lockridge Donna Richardson Jacob Tsoitigh Valeria Littlecreek	Northwest Regional Comprehensive Center North Central Regional Comprehensive Center Southwest Regional Comprehensive Center Mountain Plains Regional Resource Center Bureau of Indian Education	N/A
Benchmark: Documentation of meeting agendas, minutes, teleconferences, videoconference logs, webinar logs, and database entries	July 2010			
4. Continue support to the OSDE Indian Education Director in follow-up to address key issues relative to American Indian student achievement in districts and schools with significant American Indian student populations.	Ongoing	Sarah Hall Courtney Lockridge Jacob Tsoitigh Valeria Littlecreek	American Indian Institute	N/A
Benchmark: Documentation of planning meeting agendas, sign-in sheets, and minutes of meetings	July 2010			
Evaluation of Objective/Outcome				
Relevance: Data will be collected over time to determine if the professional development provided addressed OSDE's need to equip the regular classroom teacher and administrators with the tools, skills, and knowledge to provide culturally relevant and culturally competent instruction, including approaches, themes, materials, activities, and resources.	Usefulness: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 enhanced ODSE's capacity to provide culturally relevant and culturally competent instruction, including approaches, themes, materials, activities, and resources.		Quality: Data will be collected over time to determine if the knowledge, skills, and tools provided by MC3 were grounded in research and evidence-based practices and strategies provide culturally relevant and culturally competent instruction.	
Capacity Building Goal 7: Build OSDE's capacity to support districts and schools in addressing the findings from the Comprehensive Migrant Needs Assessment.				
Capacity Building Objective 1: Provide OSDE with the knowledge, skills, and tools they need to work with districts and schools in developing action-oriented plans to meet the academic needs of migrant students based on the Comprehensive Migrant Needs Assessment.				
Technical Assistance Activities/Tasks	Timeline	Lead Person(s) Responsible	Content Center(s)/ Partner(s)/Consultant(s)	Evidence/Research Based Product(s)/Services
Year 5: July 1, 2009 – September 30, 2010				
1. Continue to provide OSDE with TA support based on its stage in the Comprehensive Needs Assessment process	July 2009 Ongoing	Rosie Garcia-Belina, MC3 Migrant and ELL TA Coordinator Sarah Hall, MC3 OK TA	N/A	N/A

<ul style="list-style-type: none"> • Stage One – Planning • Stage Two – Design of the Needs Assessment • Stage Three – Analysis of migrant student needs • Stage Four – Selection of strategies to address the needs identified • Stage Five – Documentation of processes and results 		Coordinator Courtney Lockridge, MC3 OK TA Liaison Melissa McGavock, OSDE Title III Director Rex Wall, OSDE Migrant Director		
Benchmark: Action steps decided with OSDE's Migrant Director for TA support from MC3	August 2009			
2. Continue TA and support for OSDE staff members on the development and facilitation of district level Migrant Parent Advisory Councils (PACs).	July 2009 Ongoing	Rosie Garcia-Belina Sarah Hall Courtney Lockridge Melissa McGavock Rex Wall	N/A	N/A
Benchmark: Documentation log of TA and support activities (types, participants, hours, and evaluation)	December 2009 May 2010			
3. Continue TA and support for OSDE Migrant Education staff members in the development of the State Parent Advisory Council (PAC).	Ongoing	Rosie Garcia-Belina Sarah Hall Courtney Lockridge Melissa McGavock Rex Wall	N/A	N/A
Benchmark: PAC members identified, training sessions provided, and quarterly meetings scheduled	September 2009 July 2010			
4. Model intensive training for OSDE staff members by piloting the <i>ELL Coaches' Academy</i> to district migrant program directors. (The <i>ELL Coaches' Academy</i> a comprehensive model focused on training administrators, teachers, parents, and parent liaisons to improve instruction and provide support for ELLs.)	September 2009 Ongoing	Rose Garcia-Belina Sarah Hall Courtney Lockridge Melissa McGavock Kim Landers Rex Wall	COI - ELL Strand Tonie Garza, El Saber Enterprises	N/A
Benchmark: Documentation of delivery of professional development sessions with the OSDE and district migrant directors' including agendas, participations, hours and evaluation	December 2009 July 2010			
5. Continue support to OSDE staff as they assist district migrant programs in implementing <i>the ELL Coaches' Academy</i> .	Ongoing	Rosie Garcia-Belina Sarah Hall Courtney Ellis Lockridge	COI - ELL Strand Tonie Garza	N/A
Benchmark: Documentation of the follow-up activities with OSDE	August 2010			
Evaluation of Objective/Outcome				
Relevance: To what extent did the knowledge, skills, and tools provided address the identified gaps between OSDE's' desired capacity to support districts and schools address the findings from the Comprehensive Migrant Needs Assessment	Usefulness: To what extent did the knowledge, skills, and tools provided allow OSDE to develop and implement action plans to support districts and schools address the findings from the Comprehensive Migrant Needs		Quality: To what extent did the knowledge, skills, and tools provided incorporate up-to-date, evidence-based practices in migrant education?	

and their current capacity to do so?	Assessment?	
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