

ODE ITC Call – 4/4/2022

Notes provided by Naja Bailey (META) and Catherine Wright (NEONET)

ODE's New EMIS Coordinator Training – ODE will be providing New EMIS Coordinator training sessions via Zoom from April 11th through April 22nd. No registration is required for any of those sessions. Be on the lookout for an EMIS Newsflash with information on how to join those sessions. These are open to anyone; the focus is on New EMIS Coordinators but there is information that any EMIS Coordinator (or others) may find helpful. Take a look at the session descriptions in the upcoming Newsflash.

ODE Change Call Reminder – The ODE EMIS Change call next Wednesday will be starting later than usual, at 11:00 am instead of 10:30, but we will still try to be done by 11:30. Next Thursday' Vendor Call will be at the normal time (10:30).

Missing Course Grades Report – ODE recently released a Level 2 report “(MISS-001) Student Course Grade Missing Report” in the FY22L Student Course Grade collection. This report shows students with “Grade not Reported” when courses have ended but no Course Grade (FR) record has been reported yet. There is a known issue with this report, where some entities used lowercase letters in their Local Classroom Codes and are not matching up with Course Grades that were reported. This may result in “missing grades” even though grades were truly reported for the course. ODE is working on a fix, and hopefully updates will be made for Tuesday night's processing (April 5) and corrections visible by Wednesday (April 6).

Q: How often do you plan to run that Course Grade Missing report?

A: I believe it is updated daily, but it is at least weekly. We're starting to do some additional processing just once a week instead of every day, depending on the use of that information, simply because we're running out of time through the night to run everything before the next morning. A lot of the Progress Towards Graduation stuff, for example, is just running on the weekends now. This one is partially related to that work, but I can't remember if it is processed daily or weekly.

Q: If a student is enrolled just one day, it comes up as 'no grade reported.' Are you able to filter those out or not?

A: We weren't planning to since there is an FR Grade Code 'W' for "Withdrawn." If they were only in the course one day, you could just not report them with a Student Course (GN) record for one day. ODE doesn't really care if they were only in the course for one day since that is part of the natural add/drop process at the beginning of a term, but we do have a Grade option for Withdrawn that would be appropriate for those students.

Q: Do you have a cutoff of how long a student was in the course? 1 day, you said, but how about 2 or 3?

A: We put general guidance in the EMIS Manual Course section. If a student was really only there one day, you don't really need to report the GN for one day. If you do report the GN course, but then don't report an FR grade for that student, there will be no significant consequence, but they will still appear on the missing course grade report.

Q: I have a question regarding Contractor screens. I talked to Aaron Roush, and with new funding there is an EMIS position that actually generates money for the district (such as Treasurer, EMIS Coordinator, Superintendent). If the ESC employs the EMIS Coordinator, both of them are reporting and do the

contract screens. If an ITC employs the EMIS Coordinator, the ITC isn't reporting to EMIS, but do we still need to do a contract screen since we're paying the EMIS Coordinator, and the Trad district is paying us?

A: No, you don't need to. That funding for the EMIS Coordinator, Treasurer, Superintendent, Building Principal, Admin Asst, etc. is all based on ratios and salary information from a prior year. So, whether a particular district reports someone to us or not with a Position Code or an Assignment Area indicating they are one of those positions, they still get funded the same amount. The funding is more of a formula, sort of a theoretically saying for a district here's what you need to make sure you have money for an EMIS Coordinator, but it doesn't tie back to employment reporting of a specific individual to make sure. We don't have some specific salary for EMIS Coordinators, it uses Bookkeeping position code 301 to take that average salary (legislature says EMIS Coordinator salary would be similar to the salary of someone in a Bookkeeping position). It doesn't tie back to an individual's status in reporting, so what you report for an EMIS Coordinator doesn't need to change.

ODE EMIS Change #23-94 – EMIS Coordinators should have received an email this morning, “[BULK] EMIS Website Update: EMIS Changes Webpage” indicating the FY23 EMIS Changes webpage has been updated, and a number of changes have been posted for public comment. Among those changes for FY23 is change #23-94, *New Exiting Student Follow-up Record and Collection*, which is a fairly significant change due to State law, and the biggest change for FY23. **ODE will talk about this more on the Change Calls, at the OAEP Conference, and will get information out for Public Comment in early May.**

The report card law has changed. ODE is now required to collect follow-up information on *all* students the year following their graduation, on what they do after high school. This includes all students enrolled in the district who received a High School diploma, in the school year prior to the school year for the Local Report Card (LRC). So, graduates who get a diploma in FY22 (this year) will have this follow-up data appearing on the Fall FY23 LRC. There are four items of follow-up: are they attending a post-secondary institution, in an apprenticeship program, have they attained gainful employment, or are they enlisted in the armed forces? This has to be listed on the LRC as a 'report only' measure and is not rated. It must be published for the public about each school and building, so will appear for each High School and the District as a whole.

ODE started looking at this:

- They currently collect Career Tech follow-up information in March CTE Follow-up (D) collection. The number of Career Tech concentrators is increasing since students only have to take two courses now. There is a significant overlap since most of the students in the 'D' collection are graduates.
- They currently collect Special Ed follow-up information outside of EMIS. A collection has been done for at least 15 years by ODE's Office for Exceptional Children (OEC) that is used for one of the indicators on the Special Ed profiles that districts receive. This collection has been managed by Kent State and looks at the same kinds of data that March 'D' collection looks at. Special Ed follow-up also includes students who have exited high school.
- Considering that over 10% of the students in the State are students with a disability, by the time they put the CTE and Special Ed pieces together (they haven't run exact numbers), the estimate is that 30-40% of graduates are already reported in either 'D' or this Special Ed follow-up.

These collections will be combined to make sure students aren't being follow-up with multiple times, that we don't have multiple reporting of the same data to ODE, and because sometimes the district that does the CTE follow-up is different from the district that does the Graduation follow-up or the Special Ed follow-up, it will help make it clear that there are multiple districts reaching out to students and they

may be able to collaborate to make this easier on everyone. ODE will be dropping 'D' as a separate collection and dropping *CTE Workforce Development Follow-up (GV)* as a separate record type. Once these follow-up collections are combined, there would be almost nothing different on the GV record because of some other changes they would need to make for next year anyway.

The new follow-up collection window will start in the fall of 2022 (FY23). The idea is that once the Graduate (G) collection ends, ODE will publish the list of students who need follow-up information reported, so districts can start reporting the data. One of the changes the Feds have made for CTE follow-up under Perkins, is that it must be completed and submitted by the end of January. So, ODE will have to collect the CTE follow-up data either before Christmas break or the first week after the holidays (they are still discussing the timeline) to allow time for an appeal window since this is the data that Federal Perkins appeals are based on. This means the collection will need to close in late December or the first week of January, then there will be a quick appeals process, so ODE can get that CTE follow-up data to the Feds by January 31. Then the follow-up collection will re-open sometime in February (once they've finished the Federal reporting) and will remain open through the summer to report Graduate follow-up, Special Ed follow-up, and CTE updates if needed. Students should have a full year to either get in an apprenticeship program, be employed, enroll in higher ed, or join the armed services and then data will appear on the LRC.

Q&A

Q: Will there be guidance since this is new for Traditional districts? Let's say a student was gainfully employed right out of school then begins military service in the fall, do you want the most current status, or what their status was coming out of High School?

A: This is not meant to be immediately after High School, it's meant to allow some time to pass. When you follow-up with the students, it is more of what they are doing at that time and not the complete history since they've left school. They can be in multiple categories, it is not mutually exclusive. They can be employed and in higher ed, employed and in apprenticeship, employed and in the military, they're not limited to be one category. The Special Ed follow-up is supposed to be within a year after exiting school, so that is definitely not immediately after high school, per that guidance. We are anticipating districts will do a phased approach, perhaps focus on their CTE Concentrators first since that data needs to be done 6-9 months after leaving school and needs reported by December. Then they may have a phase to focus on Graduates who are not Special Ed, then do Special Ed follow-up later in the spring. They can follow-up on all of them at once, or randomly, there is no prescription that we are going to give beyond the Federal guidance of around a year, and the Career Tech guidance of having them reported in the first window. We will provide a file to show if the students are part of 1 (CTE), 2 (other Graduates but not part of Special Ed) or 3 (only Special Ed) sections of this follow-up. The file will also include the IRN responsible for that indicator; there could be a student in all three groups, but the IRN responsible for each group is different (whether it's on the LRC, for Perkins, or for the Special Ed indicator). Then they can see who else may be reaching out to the student so if they want to collaborate, they may do so.

Q: With the larger JVS who have a lot of follow-up now, the method of taking the ODE file and loading to FFE is not the most efficient. Will there be an alternative method, or has there been any talk about that with SSDT, since this is going to be a larger number of students?

A: We expect to have this in the FFE, but for anything in terms of data entry aids beyond that is a discussion we've started but we can't commit to anything at this point.

Q: What about with Career Tech, where they must also follow-up on students who've left education as dropouts, will that be removed?

A: No, that will not be removed. Each of these follow-up types will have its own set of students. The Graduate one is not for a particular graduate cohort, but all students who earned a diploma in the prior year, any student who gets a diploma whether they are on-time grad, early grad, multi-year grad; whatever year they are graduating then the year after that they will be in the follow-up file. The CTE criteria will not change, there will be some students who will not be graduates (e.g., dropouts). We know already which students are graduates and which aren't when we create the list, but that will be very transparent because will have different data requirements of what has to be filled in because it is the intent for the questions that have to be asked to make it clear which questions apply to which students. E.g., Employment on the Special Ed follow-up is a much more complicated question, it's not just *if* they have a job or not, it has to do with whether their job is "mainstream"; are they in a job that anybody can get where they are evaluated/paid the same as young adults without a disability or is it specifically for people with disabilities where they are doing work and earning a salary but it is a more 'sheltered' employment? Right now, the CTE 'D' employment question is pretty straightforward, asking if they are employed or not and if it applies to their Program of Concentration. We will still have a straightforward "employed or not" question, but then if they are part of the Special Ed follow-up group and you say "Yes, they are employed," there will be further questions that have to be answered because the student had a Disability when they exited. The follow-up group that students are in will matter because there will be some questions that are CTE specific, some that are Special Ed specific, and some questions you will have to ask of all your students who are graduates and not part of those other two groups. The Special Ed follow-up also includes dropouts. ODE is still working with those two business owners to see if the rules for Withdrawal Codes and other things that put a student into a collection are the same (we believe they are the same or extremely close to each other) so that we can explain once who the additional non-graduates are for both collections and go from there. Not every student will be part of Grad, or CTE, or Special Ed collection.

Q: So, there will be a survey for each of the three groups with different questions?

A: A district *could* do it that way. If they are going to send a survey, they could send a longer or shorter survey to distinct groups of students. For example, a district may have 100 graduates, and only 7 have a Disability, so maybe they want to send one survey to all 100 and then make phone calls to just the 7 with a disability once they get the surveys back to ask for the additional information. This is just an example. There will be lots of different ways districts may choose to organize this. It may be that a JVS wants to help organize their member districts and follow-up on all their CTE students. They might ask if the district wants the JVS to ask those additional Special Ed questions if they were a student with a disability since they were in their programs. So, the JVS may have one survey and the member districts may do different surveys for just their non-CTE students. Whether it's a phone interview or survey or however they decide to do it, they may not need to include any of the CTE related questions. We're going to provide resources and data; districts can decide how they're going to do this, we're not saying it has to be done in any particular way.

Q: So, the timeline for what is normally March reporting period has moved up to a much earlier timeline?

A: Yes, that is something the US Department of Education Career Tech Office is requiring us to do. It used to be that we *started it* after January 31, but they're now saying the data must be *reported by* January 31. Because that is part of Career Tech Perkins accountability, it just means that we'll do our appeals earlier and provide our list of students earlier. We'll have all the same steps but will just start

them a lot earlier. The Career Tech director of that office started talking a few weeks ago to JVS programs about this already.

Q: If the CTE follow-up window closes for Perkins and there's new information found after the January close, can they report the new latest information during the reopened collection so their LRC data will be more accurate/complete for CTE?

A: Yes, absolutely and we would like them to do that.

Q: Will the goal be that districts re-survey the students to find the latest information?

A: No, it is not expected for them to re-survey. What we expect, especially with collection happening earlier for the CTE piece, is that there will be more students they are not going to be able to reach before that first CTE window closes. If they are not able to reach them before it close, we encourage them to try to reach them after the window reopens. One of the things the CTE Office is interested in showing is how much better the data would be if they would give them the whole year to follow-up and do it in conjunction with these other follow-up windows. In cases where we don't have data and they are reported with "Status Unknown" in December, if we can eventually get that data and show the data is more complete after the second window, that will be helpful in making that argument. We know this is a lot of work. If districts did follow-up on a student by the December close date and find updated information later (they are now employed but they weren't before, etc.) it is totally ok to add that information, but we are not asking districts to go out and try to contact them again to seek out updated information in the spring. If we can reach each person in the follow-up just once, that is fantastic. We are not asking you to go out multiple times.

Q: Who else in the districts, outside of EMIS, are receiving this information?

A: CTE staff are, OEC is still working with Kent State (who used to do this follow-up) and will work with districts directly to make sure their Special Ed staff know about this because they have already been doing this Special Ed follow-up. Previously, Special Ed staff had to do their follow-up just once every 5 years (so only about 20% were being reported). They had to do a pre-interview before the students left, and then do a fairly lengthy survey a year later. We're cutting down the number of questions, so over the 5 years, the amount of work for each Special Ed Team should be about the same since there won't be a pre-interview for all the students and there will be fewer questions/data points being collected on Special Ed students who exit. They should be very familiar with this and will probably find that this is less work, maybe more work to coordinate it but we'll get better data for everybody. ODE is working on information that will go out to Superintendents and others in the district who work on the Report Card and Accountability side of this, because it's going to be really important for districts in the spring to get contact information for this year's graduates, so the district knows how to reach them a year from now. I would guess that most graduates have a cellphone, but districts may not normally have that, so that's something they may want to begin to collect, or a mailing address for college, or any other data they can collect this spring to help facilitate this change.

Q: Is the Special Ed data based on the last day of school, or a date in March, or any special date?

A: No, there is no specific date for Special Ed, the Feds say, "one year after exit." So, for some of your students that could be October if they dropped out or were a no-show, for other students it is a year after graduation when they received a diploma, or it could be year after they aged out for students that stay until they're 22. That 'date' varies, and the only guidance is about a year.

Q: What if a student exits Special Ed as a Sophomore but continued being enrolled in school?

A: They are not part of the Special Ed follow-up if they were not Special Ed at the time they left school, but they would still be in the Graduate and possibly CTE follow-up. Special Ed follow-up only includes students who have been identified with a disability as of when they exited secondary school (either by dropping out or graduating).

It will be easier to talk about once this information is more concrete. We will have more information during the Change Call this month, and this will be presented at the May OAEP Conference in more detail than today. For now, districts need to think about how they would contact their graduates to make things easier once they do the follow-up next school year.

Upcoming call schedule –

ODE Change Call – Wednesday, April 13, 2022, **at 11:00 am** (note the time delay)

Vendor Call – Thursday, April 14, 2022, at 10:30am

ODE ITC Call – Monday, April 16, 2022, at 10:30 am