

Mike DeWine, Governor
 Paolo DeMaria, Superintendent of Public Instruction

EMIS Advisory Council: EMIS Professional Qualifications and Development Workgroup

Location	Ohio Department of Education 25 South Front Street, Columbus, Ohio 43215 Conference Room B-001
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Date	Tuesday, February 4, 2020; 9:00am-12:00pm
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Facilitators	Deidre Wunderlich	Ashley Castle	Erica Weaston
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Attendees	Sheri Ballman	Lydia Gaddis	Jamie McClary	Brad Ritchey
	Michele Baughman	Carrie Herringshaw**	Lisa McCullough**	Penny Rucker**
	Toni Brady	Kirsten Hill**	Tom McGee	Deron Schwieterman
	Michelle Bell	Robin Hill	Marianne Moots	Ryan Shively **
	Christy Bosch	Paul Hopkins	LuAnn Mulica	Mary Smith
	Dan Coffman	John Kellogg**	Lynne Odorizzi	Catherine Wright
	Elizabeth Davis**	Tami Kunesh	Adam Pittis	
	Diane Fabian	Renae Lyons**	Kim Rhoads**	

** Indicates the work group member is also on the EMIS Advisory Council

Agenda Items	Facilitator	Approx. Start Time
Welcome/Roll Call	Deidre Wunderlich	9:00
Approval of December meeting minutes	Deidre Wunderlich	9:10
Recap	Deidre Wunderlich	9:15
Challenges/Framework of Support for EMIS Coordinators	Deidre Wunderlich	9:30
Break		10:30
EMIS Manual example	Deidre Wunderlich	10:45
Discussion	Deidre Wunderlich	11:45
Next steps/Adjournment	Deidre Wunderlich	12:00

Meeting Minutes

Welcome/Roll Call

- The meeting was called to order by Deidre Wunderlich at 9:04am.
- The first order of business was roll call. All members were present except for Michele Baughman, Christy Bosch, Dan Coffman, Lydia Gaddis, Tom McGee, Marianne Moots, Brad Ritchey, and Deron Schwieterman.

Approval of December meeting minutes

- The next agenda item was to review and approve the meeting minutes from the December 4 meeting. A few revisions were made to the meeting minutes, including fixing that Diane Fabian was present at the December 4th meeting.
- Another revision was made on page two at the request of Sheri Ballman with a motion by Paul Hopkins and Penny Rucker making the second. This change included fixing the last sentence under 'recap of previous meetings' to read "That could be what is currently in place, or an enhanced OAEP system, or licensing, or a hybrid approach, or professional development and continuing education."
- The next change requested by Sheri Ballman was on revising/removing the first sentence on page two under 'conclusion from previous meeting', which reads "The workgroup did not indicate overwhelming support of either credentialing option." John Kellogg made a motion to approve this change with Mary Smith providing the second. As the workgroup was divided during a full vote, this warranted an individual vote around the room. With seven yeas for removing the sentence, nine nays for keeping the sentence, and four abstaining, the sentence will remain in the meeting minutes.
- The revised meeting minutes are to be posted on the EMIS Advisory Council webpage.

Revision of October meeting minutes

- A request by Sheri Ballman, Robin Hill, Renae Lyons, Lisa McCullough, Mary Smith, and Catherine Wright was made to edit the October 28 meeting minutes. On page seven on the pros side of the 'advantages and disadvantages of state-administered system' table, their request was to add "Licensure would result in better quality data."
- Concerns were raised about going back and editing meeting minutes that had already been voted on and approved, however, there is currently no rule about this in the EMIS Advisory Council bylaws.
- Mary Smith made a motion to approve this change with Sheri Ballman providing the second. As the workgroup was divided during a full vote, this warranted an individual vote around the room. With eight yeas for adding the sentence, seven nays for not adding the sentence, and five abstaining, the sentence will be added to the pros side of the 'advantages and disadvantages of state-administered system' table in the October meeting minutes.
- The revised meeting minutes are to be posted on the EMIS Advisory Council webpage.

Workgroup Recap – Purpose, Charge, Scope

- To recap the purpose of the workgroup, Deidre Wunderlich explained that the Department and EMIS Advisory Council were presented with a request to explore licensure for EMIS coordinators months ago.
- This workgroup is specifically charged with discussing topics related to the qualifications and core competencies of an EMIS Coordinator, existing professional development and training opportunities available to EMIS professionals, and pros and cons of both state licensure and the current Ohio Association of EMIS Professionals (OAEP) certification processes.
- The workgroup will take recommendations to the EMIS Advisory Council for review and the EMIS Advisory Council will determine what recommendations are taken to the State Superintendent for consideration.
- At today's meeting (2/4/2020) the workgroup discussed in more depth the framework of support for EMIS coordinators and ways to implement solutions for the challenges identified.

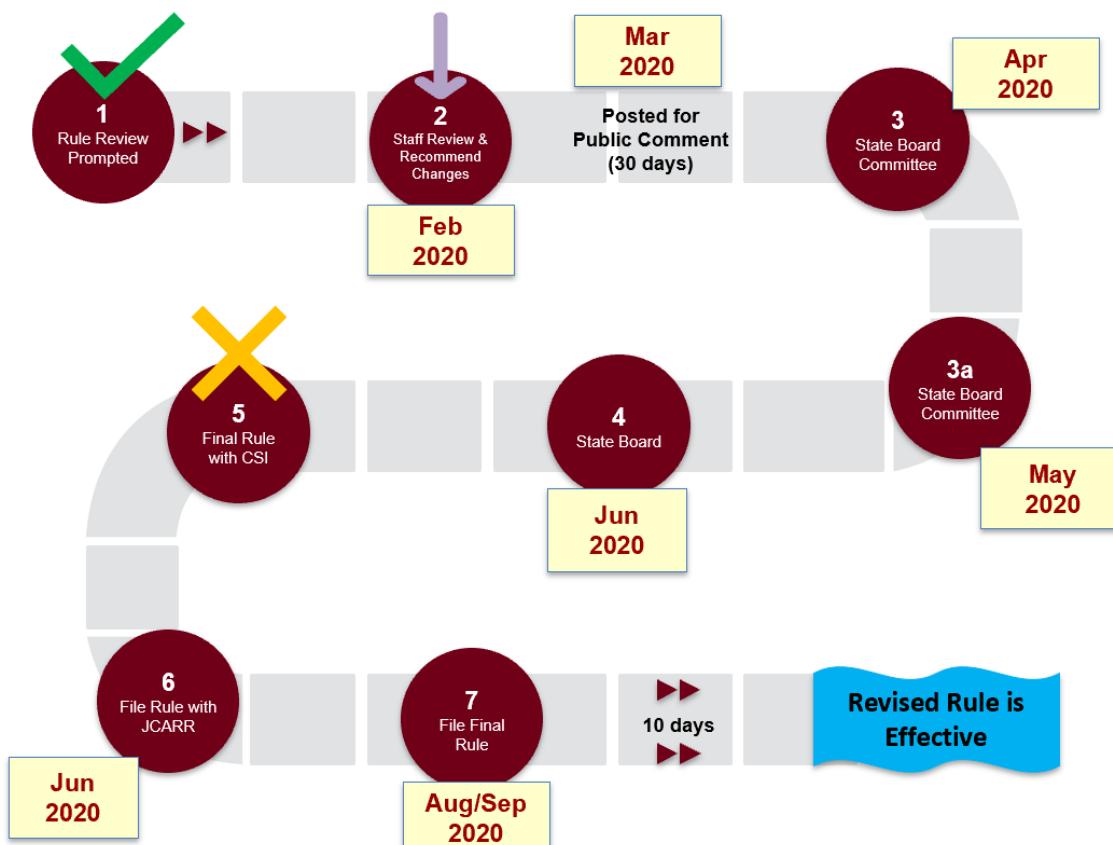
Challenges/Framework of Support for EMIS Coordinators

- The previous meetings taken together do show broad agreement on the main issues or challenges faced by EMIS coordinators, which are described more below.
 - Lack of Support
 - EMIS coordinators are not valued and their importance is not recognized.
 - *Recommendations:* Create lists of skills and competencies (i.e., job description) and/or ensure EMIS data impacts are clearly communicated.
 - Lack of Understanding

- Administrators and other district staff don't understand their role in EMIS data, EMIS reporting, and EMIS data quality.
 - *Recommendations:* Enrollment to graduation to show staff involvement with and ownership of EMIS data and/or impact and use of EMIS data by position.
- Lack of Collaboration
 - Other staff in districts don't work with and support the work of EMIS coordinators.
 - *Recommendations:* Outline best practices, encourage data teams, and/or build understanding.
- Lack of Training
 - Some EMIS coordinators are not allowed to leave the district for necessary training; all EMIS training is left to the EMIS coordinators.
 - *Recommendations:* Recommend certain trainings, certain amount of trainings, and/or include other staff with EMIS coordinator in trainings.
- Lack of Resources
 - Develop additional training, reports, documentation, system enhancements, etc.

Framework of Support for EMIS Coordinators and Solution Implementation

- **Ohio Administrative Code (OAC) 3301-14-01:** In order to address the challenges stated above, ODE and this workgroup would like to create a framework and/or pathway to better data quality. A solution is needed that will address these five main challenges. Ohio Administrative Code (OAC) Rule 3301-14-01, the rule that provides for the operation of EMIS, is up for its five-year review, which is currently due June 2020. This could be a way to leverage the EMIS guidelines and the Ohio administrative code to elevate these solutions and make them requirements. While the text added to the rule would be very general, the EMIS Manual would then provide the details. For example, the rule could mandate the training and structural requirements as stated in the Manual, and then in the EMIS Manual we would make more specific requirements. The general process and an ideal schedule is described below, however, to actually meet the timeline on the illustration, a final decision would have needed to happen on 2/4/2020 because of the committee and board meeting schedules.



- Discussion about requiring training occurred; one workgroup member said that requiring training would be an ‘unfunded mandate.’
- Another workgroup member said there could be cases where district leadership refuses to comply and let their EMIS coordinator participate in mandatory training and asked how this would be addressed. ODE staff explained that progressive sanctions already exist beginning with requiring a corrective action plan and increasing from there. The discussion then turned to the EMIS Manual.
- **New EMIS Manual Section:** Even without a change to OAC 3301-14-01, we can still move forward with creating a new section in the EMIS Manual, we would just make the language “should’s instead of “shall’s. Thus, we would be suggesting/recommending via the EMIS Manual rather than requiring.
- The Department would work with the EMIS Advisory Council and the workgroup on a regular, on-going basis to determine what goes into the new EMIS Manual section. Training requirements and structural requirements would be developed and reviewed by the Council and the workgroup.
- It is important to tie the work of this group back to the Department’s Strategic Plan for Education in Ohio, and to include the parts of the law that authorize EMIS and the creation of the Manual and training. Some ideas were to include a brief, high-level flowchart of the data cycle: entered by various staff into local systems, sent to the ITC, sent to ODE, sent back via reports, sent out via reports cards, funding, etc. The purpose being to give people a fairly simple picture of the size and scope and impact of EMIS data.
- Things to be included in the new EMIS Manual section could be:
 - Strategic Plan and ORC/OAC
 - EMIS Advisory Council
 - Data cycle (High level, Illustrate the scope and impact of EMIS data, basic illustration of how EMIS works)
 - Data teams
 - Core qualifications, competencies, and skills needed for EMIS coordinators
 - Recommendations regarding training
 - Pull-outs/One-pagers - Training Inventory, Role of an EMIS Coordinator, Essential Skills of an EMIS Coordinator, Enrollment to Graduation, EMIS data/involvement by position
 - The idea would be to explain the variety of data that ends up being EMIS data and the number of staff members involved with EMIS data. This document would not be comprehensive, but it would illustrate the idea that EMIS data starts being collected on a student’s first day and is collected and reported all through graduation, and even beyond for some of the CTE reporting.
 - These one-page documents would help other staff members see how their position and role impacts and is impacted by EMIS data, as well as help them understand they are also EMIS data owners.
 - For ‘EMIS data by position’ pullout, the following could be included on such a pullout for superintendents:
 - Why – EMIS data matters. Here, funding, report cards
 - What – what is EMIS data. Lists out several broad data types
 - When – when is EMIS data reporting → all year round.
 - Action – what the superintendent can do: make sure they have access to the SDC and the data collector, be aware of data review deadlines
 - Tips – for ensuring EMIS data quality. Prioritize the work, recognize that it takes time, allow for training

Discussion

- A few members of the workgroup reached out to the Department via email before the meeting and raised concerns and suggested that the workgroup is moving too quickly.
- Members of the workgroup raised concerns that the email sent by Sheri Ballman on behalf of Sheri Ballman, Robin Hill, Renae Lyons, Lisa McCullough, Mary Smith, and Catherine Wright to Deidre Wunderlich (*see Appendix*) should have been sent to the entire workgroup in order to be more transparent so that the rest of the workgroup doesn’t feel blindsided. It was asked that the email be circulated to the entire workgroup after the

meeting, but going forward all emails should be sent to the entire group. Sheri Ballman then read the email to the workgroup.

- Several workgroup members raised questions about the core issue trying to be resolved by this workgroup. For example, multiple workgroup members asked if the Department feels that EMIS data is poor or suffering? The response from the Department was that based on the decreasing amount of EMIS Helpdesk tickets, data appeals, etc., the Department does not feel that the quality of data is poor or suffering.
- Other workgroup members countered by saying that the question of poor data quality is not the problem, the issue they feel is that the skillset and knowledge across the state for EMIS coordinators is not standardized and consistent.
- Next, one workgroup member asked how licensure would make EMIS coordinators better at their jobs? Some workgroup members said that licensure would allow EMIS coordinators to gain more respect in their districts, as well as require a certain number of hours of professional development and training to give them knowledge needed for reporting EMIS data. Other workgroup members countered this argument by saying that licensure doesn't mean an EMIS coordinator will perform their job better.
- Several workgroup members asked the Department how many districts are actually attending training opportunities currently offered; however, this data is not currently available as the Department has just recently begun collecting this information.
- Several workgroup members with superintendent or human resources backgrounds explained that if licensure is recommended by the workgroup, then a position is required for districts to fund instead of a role. The pool for teachers who are licensed in Ohio is getting smaller and smaller and concerns about finding licensed EMIS coordinators was a concern. When making this decision, it is important to think about all unintended consequences - rapback system, etc.
- Another member asked if it would be possible to have a licensure or certificate that is optional, that way some districts can invest in the role if they choose to do so.
- Workgroup members would also like to see data on districts that have chosen to hire "licensed" EMIS coordinators through OAEP, as well as gather data on what qualifications EMIS coordinators currently have (i.e., what level of education, certification through OAEP, etc.)
- Concerns about leadership changes in districts was also discussed, such that this means that sometimes there is constant change in respect and investment in EMIS coordinators. Some believe that licensure/certification would help with this issue.
- One workgroup member reminded the group that a state administered licensure could change along the process and the end result might not be what the workgroup intended or wanted.

Wrap Up/Adjournment

- The meeting adjourned at 11:50am.

Appendix

From: Sheri Ballman <ballmans@masonohioschools.com>
Sent: Friday, January 24, 2020 2:12 PM
To: Wunderlich, Deidre <deidre.wunderlich@education.ohio.gov>
Cc: Sheri Ballman <ballmans@masonohioschools.com>; R Hill <hill_r@ccsdistrict.org>; Renae Lyons <rlyons@mideastctc.org>; Lisa McCullough <lmccullough@ohiohipoint.com>; smithmary@gips.org; Wright, Catherine <cwright@neonet.org>
Subject: *IMPORTANT* EMIS Professional Qualifications and Development Workgroup

Good afternoon Deidre,

First, we want to thank you for facilitating the EMIS Professional Qualifications and Development workgroup. We recognize that the workgroup has spent a great deal of time exploring the possibility of licensure for the EMIS Coordinator position. **We are aware that some feel as though their voice was heard during table discussion, however, that voice (thought) was not shared with the group.** We have had the opportunity to share our discussions with colleagues (EMIS Coordinators) and there is a concern at this time, that there may not be strong support to create a license for the position. We understand there are challenges and insecurities that many may face as EMIS Professionals with licensure, however, this should not be a barrier to ensure qualified individuals have the qualifications, skills, and training needed to perform the duties of the EMIS Coordinator. The licensure would create the needed framework for on-going training and professional development.

There is great concern that without licensure the quality of data will suffer. EMIS Professionals recognize the need for quality data and take great pride in coordinating the data requirements, data collection, and data reporting responsibilities, within their purview. The range of understanding, responsibility, and authority varies from district to district which is linked to instances of poor data quality. We believe that raising the level of awareness of the importance of quality data and the role of the EMIS Professional is critical. Licensure for the position is necessary for the position to be recognized in each local education agency.

We are a data-driven and data-informed society. Government Agencies and Local Education Agencies continue to make more data and information available to the public. Much of this information and analysis is derived from EMIS Data Collections. The data plays an important part in informing decisions for Policy, Funding, and Instructional decisions, at the local, state and federal levels.

It is important to note that our passion and energy for the pathway to licensure is not monetarily motivated. Again, **it is about raising the level of awareness and voice in data discussions and improving data quality.** There is a proven model of success for a pathway to licensure for the Ohio Treasurer's License. The licensure for the EMIS Coordinator could follow the same model.

We appreciate the process, however, we feel strongly that more time is needed to go deeper and discuss further. Fear of not meeting qualifications for licensure should not be a justification for creating a barrier to this process.

We respectfully request the opportunity to review our previous conversations to see if there are other thoughts that were not previously brought forward? **Again, we feel more time is needed for deeper understanding.** What are your thoughts?

Meeting Minutes Revision Needed

It is important to note that we feel a revision is needed in the October 28, 2019 meeting minutes. On the pros side of the table of Advantages and Disadvantages of state-administered system created by the workgroup members, "Licensure would result in better quality data." should be added. This was communicated by workgroup members and is listed in the bulleted list, but was omitted from the table.

- One group of EMIS coordinators felt that a state administered license/certification would help create a starting point, framework, and pathway to best data quality.
- Advantages and disadvantages of state administered system created by the workgroup members

Pros	Cons
Independent of an organization	Cost to district or EMIS coordinator
Checks and balances of a license	Person who has license may not necessarily be the person doing the work
Sense of accomplishment	Redesign of EMIS coordinator role
Equity across state	Unknowns of credentialing
Require attendance for professional development if required by licensure	Jobs passed off to those who already have credential instead of current person in that role
Formal pathway for the profession	Unknown risk of accountability on reporting correct data
Standardization of basic knowledge to improve data quality	Changes could be made through credential process by state board or public comments
Easier across state	Timeline through process could change
Assessment for licensure handled by a third party	Impact on current EMIS coordinator/rapback process
	Subject to rapback which EMIS coordinators might not want to be subject to
	Could create hiring challenges across state, especially rural areas
	Budgetary restraints
	Impact on ODE's part who already have so many kinds of licenses to maintain

	Liability on EMIS coordinator and additional pressures
	License wouldn't solve better data quality issue

We truly appreciate your time with facilitating the efforts of the workgroup in this important work. We look forward to your response.

Respectfully submitted by,

Sheri Ballman, Data Center Administrator - Mason City School District

Robin Hill, EMIS Data Manager - Canton City School District

Renae Lyons, Data Manager - Mid East Career And Technology Center

Lisa McCullough, EMIS Coordinator/Records - Ohio Hi-Point Career Center

Mary Smith, EMIS Coordinator - Gahanna - Jefferson Public Schools

Catherine Wright, EMIS Support Specialist - NEONET

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Sheri L. Ballman | Data Center Administrator

MASON CENTRAL OFFICE

211 North East St. | Mason, OH 45040

p. 513-398-0474, ext. 20101

www.MasonOhioSchools.com

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211 N. East Street | Mason, Ohio 45040 | (513) 398-0474