Below are some of the questions that were asked during the ODE ITC EMIS Training sessions held between January 19 and 22, 2021. The questions are in order by topic and include the answer and, in many cases, a link to EMIS documentation where the information can be found. Questions received via Teams Chat and the phone have been included. These Q&A documents, as well as training schedules and presentations, are available on our EMIS Training webpage.

New Education Delivery Model Reporting

Q1	*Where is the FAQ document located that was referenced as part of this topic?*
A1	There is a link to the Education Delivery Model, Hardware, and Connectivity Reporting FAQ on the main EMIS homepage.
Q2	*Do e-schools and community schools report this data?*
A2	Yes, this reporting does apply to these entities. The expectation is that these schools will have very minimal reporting, likely a single DN attribute to report the whole "district" is full-time remote. See the Required Collection Request table in EMIS Manual Section 5.3.
Q3	*Does this reporting apply to preschool students?*
A3	Yes, this reporting is required for all grade levels your district is educating, including preschool.
Q4	*Who reports the data for an ESC preschool program run at a resident district?*
A4	The educating entity reports the new DN attributes and program codes. In this case, it would be the ESC.
Q5	*We have shared students who are at the JVS for lab only in-person and at their associate school for online academics. Do we just report the students for the time we have them and report them as in-person?*
A5	The JVS's reporting should reflect the student's education delivery model specific to the JVS. The district's reporting should reflect the student's education delivery model specific to the district.
Q6	*Are the remote Learning Model program codes date driven?*
A6	No, dates are not part of program code reporting. See EMIS Manual Section 2.9.
Q7	*If a district closed from Thanksgiving through the first of the year, do they report the CLOSED delivery model DN Attribute Text option?*
A7	No. This closure would be reported with calendar updates.
Q8	*If a district needs to report the CLOSED delivery model DN attribute, should they also report a calamity day when truly no school was happening?*
A8	No, technology issues do not meet the definition of a calamity day for calendar reporting. Instead, report the Unplanned DN calendar attribute. See EMIS Manual Section 5.3.
Q9	*What if the entire building had to go to all remote for a couple of weeks due to staff quarantine and no available substitutes?*
A9	A new delivery model DN attribute should be reported with a new start date that reflects the date of the change. See EMIS Manual Section 5.3.

Q10 *What do you report when you offer in-person and remote at parent request? Is this considered a hybrid model?*

A10 No, hybrid is when a district follows a predetermined, scheduled mixture of in-person and remote learning. For example, students may attend in-person three days a week and remotely two days a week.

A district that is open for in-person learning should report delivery model DN Attribute Text option 5DAYIN. The students who chose remote learning should be reported with the appropriate delivery model student program code. See EMIS Manual Sections 2.9 and 5.3.

Q11 *If a district changes from a hybrid delivery model to remote, back to hybrid, then remote, back to hybrid, and then finally fully in person, how should the DN attributes be reported?*

A11 A new DN attribute would need to be reported every time the delivery model changed with a start date that reflects the date of the change. See EMIS Manual Section 5.3.

Q12 *Our district does not make students commit to specific timeframes. They can go back and forth between remote and hybrid. How do I report delivery model program codes for those students?*

A12 The district should report the code that most closely represents the majority of the student's time.

Q13 *Our district offers in-person and a digital academy program to our students. This is not new; it is something we have offered for a while. Would this be considered remote and would they need the program codes reported?*

A13 Yes, this is considered remote learning, and delivery model exception program codes need to be reported for these students.

Q14 *Should a remote delivery model program code be reported for a student who started on remote but then changed and came back to in-person before the quarter ended or only students who completed a full quarter?*

A14 This would depend on the length of time the student was remote. If the student was only working remotely for a couple of weeks, there would be no need to report a delivery model program code.

Q15 *Should remote delivery model program codes be reported for students who decided to attend remotely for the two weeks leading up to Christmas?*

A15 No, this would be considered an 'ad-hoc' situation and so no program code should be reported.

Q16 *Please clarify the use of the 700150 program code.*

A16 It is for a remote learning student who comes into the district for in-person instruction or services when the student would not otherwise be expected to be in person because they are a remote student or the district is remote. IEP or ELL related services would be examples of this type of situation.

Q17	*Is a delivery model program code needed for students with disabilities that attend daily when the district is operating under a hybrid model?*
A17	The deliver model program codes are only for remote learning, except 700150 for in-person instruction/services. This program code has very specific criteria in that the instruction or services occur when the student would otherwise not be expected to be in person. For this particular situation, there are no program codes to be reported for these students.
Q18	*Could a virtual student potentially be reported with two of these new program codes – one for hardware and one for the delivery model? Three with the connectivity program code?*
A18	Yes, a student could be reported with multiple program codes across the delivery model, hardware, and connectivity areas.
Q19	*Our building delivery model is full time remote, but some students come into the building to access Wi-Fi. A teacher supervises but is not actually delivering instruction. Should this situation be reported with program code 700150?*
A19	No, this situation does not meet the criteria for reporting the 700150 program code.

New Hardware Reporting

Q20	*Is the hardware and connectivity "March snapshot date" for March 2020 or March 2021?*
A20	The March snapshot date for FY21 reporting should be a date during March 2021.
Q21	*Can we use hardware and connectivity data we've already collected, or do we need to collect it again in March?*
A21	If you've already collected the data, there's no need to recollect it in March. You can use data already collected for this reporting.
Q22	*Do we need to report hardware and connectivity program codes for students who are no longer enrolled?*
A22	No. This reporting is only for students currently enrolled as of the district's March snapshot date.
Q23	*What is the timeline for reporting the March "snapshot"?*
A23	It is up to the district to determine the March snapshot.
Q24	*How does the March snapshot come into play for the hardware and connectivity DN attributes?*
A24	The March snapshot is not involved when reporting the DN attributes. The March snapshot comes into play when reporting Hardware and Connectivity program codes. You only need to report one code based on the student's status at some point during March.
Q25	*Our district collected connectivity and hardware information but did not get specific about the type of connectivity or hardware students have. Do we just report the unknown program code for all students?*
A25	Districts can obtain this information in the way that makes the most sense for their students. If the district has provided a mobile hot spot, for example, then an additional survey of the family may not be necessary. There may also be many instances in which teachers already know this information, based on what the students can or cannot do in terms of remote learning or based on what the students themselves have told them. In some instances, districts may have no information and so surveying the family would make sense.

Q26	*If the hardware DN attribute is reported at the district level – all students are provided a device – then, no student-level hardware program codes would be reported?*
A26	That is correct. Reporting the grade levels where devices are provided on the Organization– General Information (DN) Record will eliminate the need to report hardware program codes for individual students.
Q27	*How do I report hardware if my district only provides it to students who have no device at home?*
A27	Since hardware is not provided to all students in the district, or a specific building, or grade level, no DN attribute would be reported. To report this information, the district would need to choose the appropriate program code for each student.

New Connectivity Reporting

Q28	*If the district provides Wi-Fi access, should the connectivity DN attribute be reported regardless of how many students use it?*
A28	If the district provides Wi-Fi access in a location outside of school, the attribute should be reported. The number of students who actually access it is not relevant to the reporting.
Q29	*Do I report the Connectivity DN attribute if our district only provides hotspots for certain students or do I report program codes for these students?*
A29	The Connectivity DN attribute should be reported when a district is providing any outside wi-fi access at all, regardless of how many students are using that access. Connectivity program codes are required for all students.
Q30	*If a connectivity program code needs to be reported for every student, will there be a report to show which students may be missing a code?*
A30	At this time, we don't plan to have any reports reflecting this information back to you.

Staff and Course (L) Collections

Q31	*If a staff member's last day of work was after the last day of school in the previous school year, but it was not reported in FY20, do we report a Position Status Element (CK070) of U or C in the Staff Summer Employment Separation (CL) Record?*
A31	Position Status is not included in the Staff Summer Employment Separation (CL) Record. See EMIS Manual Section 3.7.
Q32	*Do districts have to submit CTE Teacher Licensure overrides this year?*
A32	The Middle School Validation and Project Lead the Way (PLTW) overrides have been automated this year; however, it is possible that not all staff who have completed the Middle School Validation or PLTW trainings will be captured by the automated process. If you believe a teacher who is appearing on the CTE FTE report with an SF0002 error is eligible for an override, then a manual override must be requested.

Q33	*Is the FY21 CTE Teacher Licensure Override request form available yet? Will there be a problem if overrides were not requested before the closure of the Initial Staff and Course Collection?*
A33	The form is now available and posted on the [Career-Technical Education Data and Accountability webpage](#). As these overrides impact the CTE FTE report and not the TLC Status Report, the closing of the Initial Staff and Course Collection will not be an issue.
Q34	*Will long term substitutes always appear on the TLC Status Report and ESSA State Licensure Assurances Report as non-certified?*
A34	In traditional districts, substitute licenses do not meet proper certification. In community schools, they meet proper certification for regular education.
Q35	*Where can I find the ESSA State Licensure Assurances Report? Which districts received it?*
A35	The preliminary version of the *ESSA State Licensure Assurances Report* was distributed to all districts on January 12 through the Received Files section of the Reports tab in the Data Collector. The final version will be available in the same location when it is released.

March (D) Follow-up

Q36	*When was the 2021D_CTE_MARCHD_CONCNTRT file generated and where do I find it?*
A36	The original files were sent out on December 22 through the Received Files section of the Reports tab in the Data Collector. When searching your received files, you may need to change the date in the search criteria to encompass the December 22 date.
Q37	*I just received an updated 2021D_CTE_MARCHD_CONCNTRT file and there are fewer concentrators in this updated version; some students that I was going to appeal to have removed are no longer on the file. Do I still need to submit an appeal for these students?*
A37	No, an appeal would not have been needed for students no longer appearing on the file. Due to business rule clarifications, some students were removed from the file.
Q38	*A student in our Concentrator file was in our Ag program her 9th, 10th, and 11th grade years, but not her senior year for 2020. Do I leave her on the file or submit an appeal to have her removed?*
A38	A student could have met concentrator status before their senior year. If the student met concentrator status during any years prior to the senior year, then they are being correctly included in the file.
Q39	*To meet concentrator status under Perkins V, do the two courses have to be completed in consecutive years?*
A39	No. Information is available at the [Perkins Resources webpage](#).
Q40	*Does enrollment in 90% of the course count as completion of the course, or is it solely based on earning credit?*
A40	Course completion under Perkins V is defined as enrolled for 90% of the instructional hours OR earned credit. Information is available at the [Perkins Resources webpage](#).

Q41	*If a student was reported as a concentrator at both a JVS and their home district in the same year, how does ODE determine in which Concentrator file the student will appear? For example, the student was reported as a T9 concentrator at the JVS and an A0 concentrator at the home school.*
A41	Under Perkins IV, a student could be in the Concentrator file for more than one entity. As part of the transition to Perkins V – due to the sheer number of students entities will be required to follow up with moving forward – a student will only be in the Concentrator file of the entity that most recently had the student as a CTE concentrator. Students who are "dual concentrators" – concentrator at two entities at the same time – will be included in the Concentrator file of the entity with the highest CTE FTE.
Q42	*Should non-public students appear in a JVS's Concentrator file?*
A42	If the JVS reported the non-public student with How Received X and they met concentrator criteria at the JVS, they would be included in the file for the JVS.
Q43	*If a wrong POC was reported and the correct POC is not included in the Concentrator file, should we submit an appeal?*
A43	Yes, in this instance an appeal would have been appropriate
Q44	*If a student was determined by ODE to be a concentrator because they completed two courses and then moved out of state, do we need to collect follow-up data on them or should we submit an appeal to have the student removed from the file?*
A44	In this situation, an appeal would have been appropriate.
Q45	*How will we know if our appeal request has been approved?*
A45	You'll receive notification from the office of Data Quality on the status of your appeal request.
Q46	*To confirm, the students who will be included in the CTFL-002 report must be reported with follow-up information in the March (D) Follow-up Collection and are not appealable?*
A46	Correct. The CTFL-001 and CTFL-002 reports will include the final list of students, including those who were appealed and added or removed. Since the Appeals window is now closed, students can no longer be added to or removed from the Concentrator file.
Q47	*What is meant by Service Program Placement only to be reported for students participating in programs defined by Perkins V?*
A47	This reporting is part of Perkins V, not IV. Students participating in programs defined by Perkins IV would not be reported with this Service Program Placement element. See EMIS Manual Section 2.12.
Q48	*Are the work-based learning hours and program codes reported in the End of Year Student and the March (D) Follow-up Collections?*
A48	The work-based learning related program codes are only reported in Student collections, and the actual number of hours are reported in the March (D) Follow-up Collection.

Third Grade Reading Guarantee

Q49	*Our elementary school did not open until September 21, 2020. Do we have 30 days to complete that diagnostic?*
A49	Yes, you have 30 days from the first day of school.

Q50 *Can you please clarify the use of the EX option for reporting the Reading Diagnostic Result (FN370)? Would it be reported for any student taking the Alternate Assessment and would it be assumed from that or should it be written into the student's IEP?*

A50 Typically, these are students with significant cognitive disabilities. Students exempted in their IEPs are reported with the EX Reading Diagnostic Result option.

Q51 *Is there a file/report in the Data Collector that shows the students who are on a RIMP?*

A51 The only source for RIMP data in the data collector would be the GQ record preview file, which will just show your data that you uploaded into the Data Collector. A more accurate source for this information would likely come from your district's data owner.

ODDEX

Q52 *Who is usually the OEDS administrator at a district?*

A52 There's really no "usual" person who acts as OEDS administrator at a district. If you're unsure about who is the administrator at your district, you can look that up in your district's OEDS profile.

Q53 *When can we expect to see CCP data from the universities in ODDEX?*

A53 Data loading of college submitted CCP data was paused for a week while the staff member who loads them was out of the office. That process started up again on January 19. Remember that you can always reach out and ask the college you're expecting data from.

Q54 *Will fall CCP courses labeled as "Not Reported by College" stay on the landing page for the spring semester?*

A54 Landing Page counts are overall totals and are not specific to a term. Unresolved "Not Reported by College" courses will remain a part of the "No Activity" overall counts on the Landing Page.

Q55 *Will student data be merged under the new SSID in ODDEX when an SSID change is reported in EMIS?*

A55 Both SSIDs will still be visible in SCR and the Records/History tab for the district that reported the SSID change in EMIS. All enrollments for the student – including enrollments under the prior SSID – will be shown under the current SSID. The enrollments reported for the prior SSID will remain in SCR and History but will not include the current SSID's enrollments.

Q56 *Will the data associated with a prior SSID be accessible if it's never reported by the district reporting the new SSID?*

A56 No, the original rule remains that history information is only available to a district once they include the SSID in their reporting.

Q57 *Will assessments reported under the prior SSID ever be visible under the current SSID?*

A57 Only those records reported to the Department in the current school year will be combined under the current SSID.