# EMIS MANUAL

## Section 2.9:
## Student Program (GQ) Record

**Version 17.1**
September 10, 2026

Ohio Department of Education & Workforce

EMiS
Education Management Information System

# REVISION HISTORY

The revision history sections of the EMIS Manual provide a means for readers to easily navigate to the places where updates have occurred. Significant changes and updates are indicated through underlined blue text for additions and red text with strikethroughs for deletions. Minor changes—such as typos, formatting, and grammar corrections or updates—are not marked.

| Version | Date | Effective | Change # | Description |
|---|---|---|---|---|
| 17.1 | 09-10-26 | FY27 | 27-31 | Added code for FBLA (410020). |
| 17.0 | 07-01-26 | FY27 | 27-1 | Updated RIMP code reporting guidelines. |
| 16.1 | 01-23-26 | FY26 | 26-103 | Adds code for financial literacy exemption (520215) |
| 16.0 | 07-01-25 | FY26 | 26-64 | Updated descriptions for RIMP codes. |
| 16.0 | 07-01-25 | FY26 | 26-61 | Added a high-dosage tutoring code (152817). |
| 16.0 | 07-01-25 | FY26 | 26-57 | Removed innovative services codes (205090, 206090). |
| 16.0 | 07-01-25 | FY26 | 26-11 | Removed delivery model and connectivity reporting. |
| 16.0 | 07-01-25 | FY26 | 26-3 | Expanded grade range for RIMP codes to K-6. |
| 16.0 | 07-01-25 | FY26 | 26-1 | Removed program code 120010 Early College High School. |
| 15.1 | 08-19-24 | FY25 | 25-86 | Updated description for 410010. |
| 15.1 | 08-19-24 | FY25 | 25-70 | Added High-Dosage Tutoring codes. |
| 15.1 | 08-19-24 | FY25 | 25-53 | Added 410015 ProStart CTSO. |
| 15.0 | 07-31-24 | FY25 | 25-72 | Expanded grade range for RIMP codes to K-5. |
| 15.0 | 07-31-24 | FY25 | 25-41 | Updated PK experience codes to add DCY. |
| 15.0 | 07-31-24 | FY25 | 25-34 | Updated descriptions for 520205 and 520210. |
| 15.0 | 07-31-24 | FY25 | 25-30 | Corrected definition for 151510. |
| 15.0 | 07-31-24 | FY25 | 25-28 | Corrected/removed language referring to “course type”. |
| 15.0 | 07-31-24 | FY25 | 25-25 | Removed staff ID reporting from WBL codes. |
| 15.0 | 07-31-24 | FY25 | 25-23 | Clarified GQ Record reporting for PS students. |
| 15.0 | 07-31-24 | FY25 | 25-1 | Removed outdated codes: 520021 and 520022. |
| 15.0 | 07-31-24 | FY25 | 25-97 | Updated Department name and logo (ODE to DEW). |
| 14.4 | 11/2/23 | FY24 | 24-104 | Expanded grade range for RIMP codes to K-4. |
| 14.4 | 11/2/23 | FY24 | 24-99 | Removed two RIMP codes: 152755, 152760. |
| 14.3 | 9/6/23 | FY24 | 24-13 | Added code for Tier 1 dyslexia screener (151510). |
| 14.2 | 8/9/23 | FY24 | 24-75 | Added codes for non-public student competency. |
| 14.2 | 8/9/23 | FY24 | 24-34 | Added related services program codes. |
| 14.1 | 7/14/23 | FY24 | 24-60 | Added program codes for entering kindergartners. |
| 14.0 | 7/1/23 | FY24 | 24-61 | Updated description for 221005 (CEIS). |
| 14.0 | 7/1/23 | FY24 | 24-43 | Added name variations to seal of biliteracy codes. |
| 14.0 | 7/1/23 | FY24 | 24-2 | Deleted 520001 and 520002. |
| 13.3 | 8/26/22 | FY23 | 23-60 | Added program code 220300. |
| 13.2 | 7/28/22 | FY23 | 23-65 | Updated Coordinated Early Intervening Services code. |
| 13.2 | 7/28/22 | FY23 | 23-63 | Deleted references to OGT. |
| 13.2 | 7/28/22 | FY23 | 23-58 | Added program codes for extended school year services. |
| 13.2 | 7/28/22 | FY23 | 23-51 | Updated itinerant services program codes and reporting. |
| 13.1 | 7/14/22 | FY23 | 23-87 | Deleted program code 305003 Career Assessment. |
| 13.1 | 7/14/22 | FY23 | 23-56 | Updated work-based learning code reporting guidance. |
| 13.1 | 7/14/22 | FY23 | 23-45 | New apprenticeship student program codes. |

| Version | Date | Effective | Change # | Description |
|---|---|---|---|---|
| 13.0 | 7/1/22 | FY23 | 23-46 | Updated descriptions for certain CTE program codes. |
| 13.0 | 7/1/22 | FY23 | 23-31 | Collect prior year enrollment type for certain seniors. |
| 13.0 | 7/1/22 | FY23 | 23-20 | Military enlistment program code updated. |
| 12.2 | 9/13/21 | FY22 | 22-35 | Updated reporting instructions for Hardware and Connectivity codes. |
| 12.2 | 9/13/21 | FY22 | 22-34 | Grad Alt Competency codes reported at start of year. |
| 12.1 | 9/10/21 | FY22 | 22-66 | Added 520101 and 520102. |
| 12.1 | 9/10/21 | FY22 | 22-65 | Added reporting instructions for graduation-related seals. |
| 12.1 | 9/10/21 | FY22 | 22-50 | Deleted 305008 and updated 410007. |
| 12.1 | 9/10/21 | FY22 | 22-30 | Updated RIMP codes. |
| 12.0 | 7/1/21 | FY22 | 22-37 | Work-based learning program codes now reportable in Initial Student Collections. |
| 12.0 | 7/1/21 | FY22 | 22-31 | Updated LEP to EL; also updated related program codes and language. |
| 12.0 | 7/1/21 | FY22 | 22-9 | Grad seals now also reportable in Initial Student Collections. |
| 11.6 | 6/24/21 | FY21 | 21-178 | Updated Program Code Schedule table to separate plans to earn grad seals from earned grad seals. |
| 11.5 | 2/9/21 | FY21 | 21-90 | Updated descriptions for 305012 and 305014; added 305099; updated 310040. |
| 11.4 | 1/15/21 | FY21 | 21-135 | Updated Education Learning Model to Education Delivery Model. |
| 11.3 | 1/4/21 | FY21 | 21-122 | Added program codes for student access to internet. |
| 11.3 | 1/4/21 | FY21 | 21-121 | Added program codes for student access to hardware. |
| 11.3 | 1/4/21 | FY21 | 21-120 | Added program codes for student-level exceptions to district/building learning model. |
| 11.2 | 11/1/20 | FY21 | 21-85 | Added program codes for grad seal progress and alternative competency measures. |
| 11.1 | 9/22/20 | FY20 | 20-138 | New graduation seals added. |
| 11.0 | 7/1/20 | FY21 | 21-4 | Deleted marked RIMP codes (see 20-106(a) below). |
| 10.5 | 6/8/20 | FY20 | 20-211 | Updated language about reporting LEP codes. |
| 10.4 | 3/13/20 | FY20 | 20-181 | Added work-based learning codes to list of codes that require an employee staff ID. |
| 10.3 | 1/16/20 | FY20 | 20-154 | Work-based learned codes, CTSO Leadership and Participation codes all marked as reportable in G. |
| 10.3 | 1/16/20 | FY20 | 20-130 | Updated text regarding work-based learning. Added work-based learning codes to reporting table. |
| 10.2 | 12/20/19 | FY20 | 20-88 | Added program code 410010. Added definition for program code 410099. |
| 10.1 | 12/6/19 | FY20 | 20-113 | Included definitions for 305012 and 305014. |
| 10.1 | 12/6/19 | FY20 | 20-106(a) | Marked the following program codes as to be deleted prior to FY21: 152520, 152525, 152555, 152560, 152580, 152590. Updated definition of 152535. |
| 10.0 | 10/24/19 | FY20 | 20-110 | Updates to EL program codes. Deleted 235012 and 235013; added 235023 and 235025. |
| 9.2 | 5/20/19 | FY19 | 72698 | Corrected description of Work-Based Learning Programs. |

| Version | Date | Effective | Change # | Description |
|---|---|---|---|---|
| 9.1 | 4/26/19 | FY19 | 75317 | Updated 520001 and 520002 to include the class of 2019; added 520021 and 520022 for the class of 2020. |
| 9.1 | 4/26/19 | FY19 | 73907 | Added Career Tech program codes for leadership, internship, and apprenticeship. |
| 9.1 | 4/26/19 | FY19 | 73329 | Removed the Previous Dropout program codes. |
| 9.1 | 4/26/19 | FY19 | 73260 | Added three new EL program codes. |
| 9.1 | 4/26/19 | FY19 | 72698 | Added Work-Based Learning program codes. |
| 9.1 | 4/26/19 | FY19 | 68105 | Graduation related program codes added to the S collections. |
| 9.1 | 4/26/19 | FY19 | | Removed X Collection; no longer being implemented. |
| 9.0 | 7/6/18 | FY18 | 17515 | Deleted 206045 (should have been deleted in FY18). |
| 9.0 | 7/6/18 | FY19 | NA | Posting for FY19. |
| 8.1 | 6/26/18 | FY18 | 62069 | Added program code 510001. Added Graduate (G) Collection to Required Collection Requests table. |
| 8.1 | 6/26/18 | FY18 | 60226 | Added new graduation pathways codes. |
| 8.1 | 6/26/18 | FY18 | 52377 | Added Seal of Biliteracy codes. |
| 8.1 | 6/26/18 | FY18 | 20928 | Added Coordinated Early Intervening Services. |
| 8.1 | 6/26/18 | FY18 | 17515 | Added program codes 205090, 206090, 205067. 205095. Deleted several gifted program codes. Modified descriptions for gifted program codes. |
| 8.0 | 4/24/18 | FY18 | NA | Posted for FY18. |
| 7.0 | 6/16/17 | FY17 | 50774 | Added clarifying language around RIMP reporting. |
| 6.0 | 6/13/16 | FY16S | 35175 | Updated PSEO to CCP. |
| 6.0 | 6/13/16 | FY16 | | Adding Coming Changes section. |
| 5.0 | 10/22/15 | FY15 | | Updated withdrawal reason element options to match the updates made in FS. |
| 5.0 | 10/22/15 | FY15 | | Removed Program Codes for Seniors to Sophomores, Closing the Achievement Gap, and the Metro School. |
| 4.1 | 5/23/14 | FY14N | 1086 | Clarified reporting instructions for RIMP intervention codes. |
| 4.0 | 10/8/13 | FY14K | 1010 | Removed references to unit funding. |
| 3.0 | 5/29/13 | 2013N | 922 | Deleted language from program code 211011. |
| 3.0 | 6/7/13 | 2013N | 941 | Added program codes 151500, 152500-152699 to Program Code Schedule Table, deleted “Academic” from Academic Intervention Programs title in Program Codes Section, and added new table for program codes 151500, 152500-152699 and descriptions. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added Student Record Exchange to the Required Reporting Periods section and SRE reporting period to File Layout. |
| 2.0 | 3/7/13 | Student Record Exchange (X) | 921 | Added reporting instructions in the last paragraph under the Guidelines for Assigning Academic Intervention Codes. |

## COMING CHANGES

The EMIS Manual is a living document, and each fiscal year's version is updated throughout the school year. For information regarding specific known changes that may impact the elements in this section, see the appropriate EMIS Changes webpage.

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# 2.9 Student Program (GQ) Record

## *Required Collections*

The Student Program (GQ) Record and the relevant elements are to be reported as follows.

| Record Field Number | Data Element | Student (S) Trad | | | Student (S) CS/STEM | | Grad (G) |
|---|---|---|---|---|---|---|---|
| | | Initial | Midyear | Final | Initial | Final | |
| GQ060 | Program Code | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| GQ070 | Employee ID | ✓ | ✓ | ✓ | ✓ | ✓ | |
| GQ090 | Program Provider IRN | ✓ | ✓ | ✓ | ✓ | ✓ | |
| GQ100 | Program Enrollment Start Date CCYYMMDD | ✓ | ✓ | ✓ | ✓ | ✓ | |
| GQ110 | Program Enrollment End Date CCYYMMDD | ✓ | ✓ | ✓ | ✓ | ✓ | |

## *General Guidelines*

A Student Program (GQ) Record is to be reported for all programs/services the student is participating in and/or receiving. The number of programs in which a student can participate is unlimited. Student program codes are reported during the designated collection requests by the appropriate entities. If the student is in the program and then withdraws from the district during the year, the program code for the student is still reported.

***ESCs Not Required to Submit Student Data.*** With the exception of preschool student data, Educational Service Centers are not required to report student data. Therefore, ESCs are not required to report a Student Program (GQ) Record for school-age students receiving and/or participating in programs/services from an ESC employee(s). This includes those ESC services for which a school district contracts. It is the sending/resident district's responsibility to report the appropriate Student Program (GQ) Records for those students receiving services from an ESC employee.

***Summer School Program Codes.*** Only the resident district reports the required summer data. If a student attends summer school programs in another district or entity, the resident district should request the information from the provider and report the summer program data for that student.

Only the Academic Intervention and Title I summer program codes are reported for summer program activity.

## *Major Program Code Groupings*

***205xxx Codes for Gifted Intervention Services not provided by Gifted Intervention Specialists.*** The 205XXX program codes include settings in which gifted programs and services are provided to gifted students by staff other than the Gifted Intervention Specialist (GIS). Gifted services/programs provided within these settings must be differentiated according to each student's needs and contained in the student's Written Education Plan (WEP). These services are reported on the Student Program (GQ) Record. The 205XXX program codes do not need to be linked to a staff member, therefore an employee ID is *not* required to be reported. Courses taught by a GIS who is considered the teacher of record are to be reported

with the appropriate gifted option in the Student Population Element and the appropriate subject code in the Subject Code Element on the Course Master (CN) Record.

***Academic Extracurricular Programs.*** A combination of subject matter and experiences, usually not provided in the regular class, designed for pupils who wish to pursue satisfying individual/group interests and study in specific aspects of the subject matter provided in a regular class. Frequently emphasized are opportunities for pupils that will enrich their regular classroom experiences and personal lives.

***Academic Intervention Programs.*** For purposes of EMIS reporting, the Ohio Department of Education and Workforce has defined academic intervention services (formerly called student intervention services) as supplemental instructional services that are based on reliable educational research and systematically offered to all students who are struggling with grade-level academic content. Supplemental instruction includes, but is not limited to, services such as tutoring, extended day instruction, additional classroom teachers/aides, summer school, etc. It does not refer to the additional help that is regularly provided on an ad hoc basis in the normal course of teaching. Clarification for Academic Intervention Program Codes is provided below in the Guidelines for Assigning Academic Intervention Codes.

***Guidelines for Assigning Academic Intervention Codes.***

A. First, for a student to be coded as receiving "Academic Intervention" both of the following conditions must be met:
   1. The student receiving the intervention is at risk of not scoring at least proficient on one or more of Ohio's Achievement Tests, or has already scored at less than proficient on one or more of these tests.
      **OR**
      The student in an underachieving accelerated learner.
   2. The interventions received by the student are designed to reduce the non-academic or academic barriers to that student's academic achievement. (For example, reducing non-academic barriers might include strategies that target a specific student's problems with discipline, truancy, or mobility.)
B. If both of the above are true, then two of the following three conditions also need to be true:
   1. The intervention is in addition to the regular classroom activities conducted during the course of the school day or school year. (Summer school activities would meet this condition if at least one of the two conditions below is also true.)
   2. The intervention extends beyond the school's normal course offerings and is unlikely to occur in the course of routine teaching and learning pedagogy (including those learning activities called for in IEPs).
   3. The student does not receive grades or credit accrual for the learning activities taking place within the intervention.

***Athletics and Related Programs.*** Athletics and sports are activities offered to students on a voluntary basis that provide opportunities for developing physical and mental fitness in competitive situations.

Students are offered opportunities to improve their knowledge, attitudes, and judgments useful to enjoyment, citizenship, health, and safety. These activities are usually planned for enriching the regular classes and lives of the students.

***Career-Technical Academic Intracurricular Programs.*** A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interest in various career areas.

***Education Option Program Codes.*** Experiences or activities that may be provided in accordance with board policy to supplement the regular school program are considered Educational Options. These options may be used as additional curricular tools to expand, enrich, and improve students' experiences and perspectives. If the educational option is a course that will provide credit toward graduation, report via the Course Master (CN) Record instead of a program code.

***English Learner Programs.*** These programs include preschool, elementary and secondary school programs that meet the language development needs of English learners (20 U.S. Code 7801). The programs provide structured English language instruction,

***Note.*** For every English learner, at least one English learner program code must be reported. More than one code can and should be reported as appropriate.

***Extracurricular/Intracurricular Programs.*** Report for Grade Levels 7-12. Student activities under the guidance or supervision of qualified adults that are designed to provide opportunities for pupils to participate in such experiences on an individual basis, in small groups, or in large groups at school events, public events, or a combination of these for purposes such as motivation, enjoyment, and skill improvement. In practice, participation usually is not required and credit usually is not given. When participation is required, or credit given, the activity generally is considered to be a curricular course. Also included here are civic and social-oriented activities organized primarily to provide for pupil participation in experiences that relate to citizen involvement and school service.

***Gifted Education Services Provided by Gifted Intervention Specialists.*** Settings in which gifted programs and services are provided to gifted students by the GIS. The GIS is not considered the "teacher of record" and does not assign grades. Gifted Services/ programs provided within these settings must be differentiated according to each student's needs and contained in the student's WEP. These services are required to be linked to the GIS and should be reported on the Student Program (GQ) Record with the employee ID of the GIS. Courses taught by GIS's who are considered the teacher of record should continue to be reported with the appropriate gifted options in the Student Population Element and the appropriate gifted subject codes in the Subject Code Element on the Course Master (CN) Record.

***Graduation-Related Seals.*** Graduation seals are part of the graduation requirements for students starting with the class of 2023. Students in earlier classes may also use the class of 2023 pathway, including seals, to graduate. We recommend that graduation seals be reported in EMIS as they are earned and each year thereafter until graduation. This helps ensure that if the student transfers to another school, that school will know that the student has earned (or is planning to earn) a particular seal.

Each of the seals has a program code that is reported if a student is planning to use that seal to meet graduation requirements. As part of their work with students, each school is to complete a graduation plan

with the student. Part of this plan should include reviewing the available seals and planning for the experiences and courses needed to earn that seal. If a student's graduation plan includes a particular seal, then the "Student Plans To Earn" code for that seal should be reported each year in EMIS unless the student changes their plans to earn a different seal. Note that once a student earns a seal, the planning program code will be ignored and does not have to be removed from the student's reported data. In addition, if a student earns a seal that the school has never reported to the Department through a planning program code, the "Student Plans To Earn" program code does not have to be reported in EMIS.

Graduation seals, from the perspective of data reporting, fall into 3 general categories based on what is reported to the Department about the seal for each student through program codes, and what the Department can determine about the seal for the student based on other reported EMIS data. The 3 categories are:

- Only the plan to earn the seal is reported by program code; earning the seal is determined by the Department from other EMIS data,
- Both the plan to earn the seal, and actually earning the seal are reported by program codes, and
- Both the plan to earn and earning the seal are reported by program codes, and the seal has multiple parts and options, so additional program codes can also be reported.

For the first group, only the plan to earn the seal is reported. Once the Department sees that a student has earned a seal based on other reported EMIS data, the seal will be considered earned by the student in all Department calculations and will appear as earned where appropriate on EMIS reports. Graduation seals in this group include the following, with the primary data used to determine earning the seal in parentheses:

- Industry-Recognized Credential Graduation Seal (Industry Credential assessment records)
- College-Ready Graduation Seal (ACT/SAT assessment records)
- Honors Diploma Graduation Seal (diploma type reported in graduation reporting)

For the second group, both the plan and the completion of the seal are reported with program codes. Although data for some of the criteria for these seals is reported in EMIS, there are also options for the seal that are not reflected in EMIS data. This requires the following seals to be reported by program code when earned:

- Ohio Means Jobs Graduation Seal
- Military Enlistment Graduation Seal
- Technology Graduation Seal
- Citizenship Graduation Seal
- Science Graduation Seal
- Community Service Graduation Seal
- Student Engagement Graduation Seal
- Fine and Performing Arts Graduation Seal

For the final group, in addition to reporting a code for planning and earning, additional codes may be reported to document that one or more criteria for the seal have been completed. The only seal in this group is the Seal of Biliteracy Graduation Seal. Since this seal has multiple parts, program codes are available to document that a student has met the English language proficiency or proficiency in a world language parts. Neither of these interim program codes are required to be reported but provide a way to document

progress towards the seal. When a student earns the seal, only the Seal of Biliteracy Code (608xxx) representing the proficient world language must be reported.

***Hardware.*** This program code indicates that a student's school provides a computer for the student to use to complete schoolwork at their primary residence.

If the district provides devices to all students in one or more grade levels, 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.

***Immigrant Education Program.*** Supplementary educational services for immigrant children enrolled in elementary and secondary public and nonprofit private schools. "Immigrant children" refers to children who were not born in the United States and who have been attending schools in one or more states for less than three complete academic years.

***Interscholastic Athletics.*** School-sponsored activities, under the guidance and supervision of the local school district staff, that provide opportunities for students to pursue various aspects of physical education. Athletics normally involve competition between schools.

***Pre-Kindergarten Experiences.*** This set of program codes (8000xx) should be reported for every kindergarten student upon entering kindergarten for the first time. This information likely will come from what the parent and/or guardian shares with the school when the child enrolls in kindergarten. These codes are not required to be reported for students who have already completed one or more years of kindergarten. The purpose of these codes is to report the student's attendance at a preschool program in the 2 years prior to starting kindergarten.

The time that students attended a preschool that reports preschool students to EMIS does not need to be included. These are preschools operated by public districts, community schools, Educational Service Centers, JVSDs, and the Ohio Deaf and Blind Education Services and licensed by the Ohio Department of Children and Youth or the Ohio Department of Education and Workforce.

Multiple program codes can be reported; for example, if a child attended a Head Start when they were 3 years old and a private preschool when they were 4 years old, report both program codes.

***Preschool.*** For preschool students with disability conditions, itinerant services are those provided by intervention specialists or related services personnel that occur in the setting where the child is located. All preschool students who are receiving itinerant services—regardless of whether they are receiving center-based services—should have one of the following program codes reported to indicate where the student is receiving services, how the services are being provided, and who is providing the services: 220205, 220210, or 220215. For example, if itinerant services are being provided by a speech language pathologist in the child's home, then 220215 would be reported.

In the case of preschool special education itinerant services, the entity that is providing the itinerant education is responsible for reporting the itinerant services program code on the Student Program (GQ) Record.

***Reading Improvement and Monitoring Plan Intervention Programs.*** Districts and community schools are required to report reading improvement interventions/programs provided during the school year in EMIS during the Midyear and End of Year Student (S) Collections and the SOES End of Year Student (S) Collection. Summer interventions associated with a Reading Improvement and Monitoring Plan (RIMP) are reported during the same collections the following year.

Reading Improvement and Monitoring Plans (RIMPs) are required for K-3~~6~~ students identified by the reading diagnostic assessment as not reading at grade level. RIMPs must continue throughout a student's K-12 education until the student is reading proficiently for the student's current grade level.

Report one or more interventions for any student identified as requiring a RIMP per Ohio law.~~K-6 student identified as not on track for reading~~. For students in grades K-3, ~~O~~only those students on a RIMP implemented within 60 days of the diagnostic results can be reported with the RIMP Intervention Program codes. Students in grades K-3 with improvement plans implemented more than 60 days after diagnostic result availability must be reported with other Academic Intervention codes.

The following table gives general guidance regarding the collection requests in which Student Program (GQ) Records are to be reported to the Department. Any valid program codes for the current school year may be reported in this record, with the exception of ~~Reading Improvement and Monitoring Plan~~RIMP Intervention Program Codes, which may only be reported for students participating in a Reading Improvement and Monitoring Plan.

***School-Related Services.*** Included here are civic and social-oriented school-related activities organized primarily to provide for pupil participation in experiences that relate to governmental bodies, citizen involvement, and school service.

***Special Education Related Services.*** Report the appropriate related service code(s) as indicated on the child's IEP. Multiple related service program codes may be reported for a child with a disability condition. The EMIS reporting entity (e.g., the resident district or the ESC) providing related services to a preschool child with a disability is required to report the appropriate special education related service program codes. For kindergarten through grade 12 students reported with Disability Condition option 05–Speech or Language Impairments, program code 215013–Speech and Language Services is *not* reported.

***Title 1.*** Title 1 program codes are to be reported by the sending/resident district for students where Title 1 services/programs are applicable.

A nonpublic student who receives services funded by Title I should be reported by the district with student status "6" and with the appropriate Title I program codes. These program codes must be reported by both Title I Targeted Assistance and School-wide Programs.

At least one Title I Subject Area program code must be reported for all Title I served students attending Title I Targeted Assistance Schools (TAS). Title I Supporting Area program codes can only be reported for students who have also been coded with a Title I Subject Area program code. Title I program codes are not required for those students who attend a Title I School-wide Program, since eligibility criteria is not required to be applied to individual students. However, Title I funded buildings with schoolwide programs are required to report Student Program (GQ) Records for students where the following apply:

- Students court-placed in institutions for neglected and delinquent youth ("234001" or "234002")
- Students served in Title I Supplemental Kindergarten ("233200")
- Nonpublic Students served with Title I funds

Title I funds can only be used to supplement intervention services mandated by state law or assumed as a local responsibility. Only students in a Title I funded building (Targeted Assistance or Schoolwide) in School Improvement status who are from low-income families are eligible for Supplemental Educational Services. These services are defined as additional academic instructional services offered by Department-approved providers beyond the traditional school day.

If there are insufficient resources to serve all of the students who qualify, the priority is the lowest achieving students from low-income families. Students may be reported with both an academic intervention program code (formerly student intervention code) and a Title I program code. However, academic intervention services (formerly called student intervention) are not the same as the services provided by Title I. Academic intervention is required by law (Senate Bill 1) and therefore must be funded by non-Title I funds. Title I funds can only be used for services that are supplemental to, or in addition to, these intervention services.

***Title I – Summer School Subject Areas.*** Title I funds can only be used to supplement intervention requirements mandated by state law, such as HB 3. Title I Supporting Area codes (232xxx) can only be reported for those students who have also been reported with a Title I Summer School Subject Area code (231xxx).

***Title I – Supporting Areas.*** Report areas in which Title I funded support services were provided either by Title I funded personnel or through Title I funded services. Please note that Title I Supporting Area codes "232XXX" can only be reported for those students who also have also been reported with a Title I Summer School Subject Area Code "231XXX".

***Work-Based Learning Programs.*** Federal law defines work-based learning as "sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction."

For students who are not enrolled in CTE coursework, work-based learning experiences must be approved by the district's Business Advisory Council. For students who are enrolled in CTE coursework, work-based learning experiences must be aligned to the CTE pathway approved by the department in which the student is enrolled. Students should accumulate 250 hours of work-based learning experience. Students may accumulate hours across multiple types of work-based learning experiences beginning when students are identified as ninth graders.

Experiences may include one or more of the following:

1. Off-Site Placement and Internship
2. Apprenticeship & Pre-Apprenticeship
3. Remote/Virtual Placement

4. Entrepreneurship
5. School-Based Enterprise
6. Simulated Work Environment

Please refer to the Work-Based Learning Document on the Department website for more detailed information.

***Work Experience and Career Exploration Program (WECEP).*** The WECEP program code "305007" is required to be reported for a student if the answer to all of the following questions is "Yes". If the answer to any of the following questions is "No", do not report the WECEP program code.

- Is/was the student enrolled in a Career-Based Intervention program (subject code = 252525)?
- Is/was the student working?
- Is/was the student paid for working?
- Is/was the student 14 or 15 years of age?

The program provides for a course of study and actual job experience for students ages 14 and 15. School classes include academic courses stipulated by state requirements for graduation as well as instruction in job-related employability skill development with individualized or remedial instruction where needed.

**Program Code Schedule**

| Student Program Code(s) Categories | Program Series | Student (S) Trad | | | Student (S) CS/STEM | | Grad (G) |
|---|---|---|---|---|---|---|---|
| | | Initial | Midyear | Final | Initial | Final | |
| Academic Intervention – Regular School Year | 152330 | | ✓ | ✓ | | ✓ | |
| Intervention Programs | 151490-152765 | | ✓ | ✓ | | ✓ | |
| Academic Intracurricular Descriptions | 410xxx | | ✓ | ✓ | | ✓ | |
| Academic/Extracurricular programs and services | 405Xxx | | ✓ | ✓ | | ✓ | |
| Athletics and Related Programs/Interscholastic Athletics | 420xxx | | ✓ | ✓ | | ✓ | |
| Career Technical Programs | 305xxx | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Chartered Non-public or Private School | 160110 | | ✓ | ✓ | | ✓ | |
| Coordinated Early Intervening Services | 221005 | | | ✓ | | ✓ | |
| CTE Single Parent Subgroup | 305010 | | ✓ | ✓ | | ✓ | |
| CTSO Leadership | 410099 | | ✓ | ✓ | | ✓ | ✓ |
| CTSO State Competition Participation | 410010 | | ✓ | ✓ | | ✓ | ✓ |
| Educational Options | 115xxx | | ✓ | ✓ | | ✓ | |
| Gifted Education Programs | 205xxx 206xxx | | ✓ | ✓ | | ✓ | |
| Graduation Alternative Competency | 5201xx, 5202xx | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Graduation Seals, Earned | 510xxx | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Graduation Seals, Plan to Earn | 510xxx | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Hardware | 700201 | | ✓ | ✓ | | ✓ | |

| Student Program Code(s) Categories | Program Series | Student (S) Trad | | | Student (S) CS/STEM | | Grad (G) |
|---|---|---|---|---|---|---|---|
| | | Initial | Midyear | Final | Initial | Final | |
| Immigrant Education Program | 240xxx | | ✓ | ✓ | | ✓ | |
| Limited English Proficiency (ESL) | 235xxx | | ✓ | ✓ | | ✓ | |
| Pre-Kindergartner Experiences | 8000xx | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Preschool | 220xxx | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Reading Improvement and Monitoring Plan Intervention – Regular School Year | 152700–152760 | | ✓ | ✓ | | ✓ | |
| Reading Improvement and Monitoring Plan Intervention – Summer | 151505 | | ✓ | ✓ | | ✓ | |
| Related Services | 215xxx | ✓ | ✓ | ✓ | ✓ | ✓ | |
| School-Related Service | 415xxx | | ✓ | ✓ | | ✓ | |
| Seal of Biliteracy | 60xxxx | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Special Education Services | 211xxx | | ✓ | ✓ | | ✓ | |
| Title 1 Subject Areas | 231001–231010 | | ✓ | ✓ | | ✓ | |
| Title I Services | 233xxx | | ✓ | ✓ | | ✓ | |
| Title I Students Attending Neglected or Delinquent – Summer School | 2341xx | | ✓ | ✓ | | ✓ | |
| Title I Students Attending Neglected or Delinquent School | 2340xx | | ✓ | ✓ | | ✓ | |
| Title I Subject Areas – Summer School | 231101–231110 | | ✓ | ✓ | | ✓ | |
| Title I Supporting Areas | 232001–232007 | | ✓ | ✓ | | ✓ | |
| Title I Supporting Areas – Summer School | 2321xx | | ✓ | ✓ | | ✓ | |
| Work-Based Learning | 31xxxx, 305xxx | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

## *Student Program Data Elements*

The following portion of this section discusses each of the data elements within the Student Program (GQ) Record. The elements are organized alphabetically.

### ☼ *Employee ID Element*

| | |
|---|---|
| Record Field Number | GQ070 |
| Definition | Unique code assigned to the staff member. |

***Valid Options***

A valid nine-character code.

***Reporting Instructions.*** If the resident/educating district is contracting with an ESC or another EMIS reporting entity for a staff member to provide this program, then the educating/resident district is required to report the Credential ID or the state assigned Z ID of the staff member (employed by ESC/EMIS reporting entity) providing the program. The Employee ID Element for non-contracted staff will be the local number assigned to the employee by the district and reported on the Staff Demographic (CI) Record.

***What to Report.*** This element is required to be reported with the 206xxx Gifted program codes.

If not reporting a gifted program code, do not report the Employee ID Element.

## ☼ *Program Code Element*

| Record Field Number | GQ060 |
|---|---|
| Definition | The program in which a student participates and/or receives services. |

***Valid Options***

| | |
|---|---|
| Six-digit code | As defined at the end of this section |

***Reporting Instructions.*** Report the appropriate program code for all programs and services in which a student participates. Valid program code options can be found at the end of this document.

If the programs listed do not exactly match the service being provided, select the one which best describes the program.

***Community Schools.*** Community schools, not the resident school district, are responsible for reporting the appropriate program records for students who are enrolled in a community school; this includes both start-up and conversion community schools.

***JVSDs.*** The district employing the staff member who operates the program must report Student Program (GQ) Records for students participating in Career-Technical Programs.

***DYS and Ohio State Schools for the Blind and Deaf.*** These entities are responsible for reporting the appropriate program records for students who are enrolled and receiving such services/programs.

## ☼ *Program Enrollment End Date Element*

| Record Field Number | GQ110 |
|---|---|
| Definition | Last day a student is enrolled in a program. |

***Valid Options***

| | |
|---|---|
| 00000000 | Enrollment date not required or the program enrollment is still ongoing (default) |
| CCYYMMDD | Year, Month, Day (value must be within current fiscal year: July 1 - June 30) |

***Reporting Instructions***. The Program Enrollment End Date is not required reporting for any student program codes. This date is not used by the Department.

## ☼ *Program Enrollment Start Date Element*

| Record Field Number | GQ100 |
|---|---|
| Definition | First day a student is enrolled in a program. |

***Valid Options***

| | |
|---|---|
| 00000000 | Reporting student's enrollment date not required (default) |
| CCYYMMDD | Year, Month, Day |

***Reporting Instructions***. The Program Enrollment Start Date is not required reporting for any student program codes. This date is not used by the Department.

### ☼ *Program Provider IRN Element*

| Record Field Number | GQ090 |
|---|---|
| Definition | The district IRN of the entity in contract with the reporting school district. |

***Valid Options***

| | |
|---|---|
| Six-digit code | Valid IRN of program provider |
| ****** | Not Applicable |

***Reporting Instructions.*** In most circumstances, the sending/resident district is responsible for reporting Student Program (GQ) Record(s), with the appropriate program data, for all programs/services the student is participating in and/or receiving. Preschool is an exception to this rule.

The Program Provider IRN Element is required to be reported if the school district has an agreement with an ESC or another EMIS entity to provide the service.

The Program Provider IRN Element will be used to connect the Contractor Staff Record reported by the contractor.

For additional reporting instructions with regards to reporting contracted staff, please see Staff Records, Section 3.5 Contractor Staff Employment (CJ) Record and Section 3.6 Contract Only Staff (CC) Record and general guidelines for reporting staff members in Section 3.1 Staff Records Overview.

If the school district is not contracting with any EMIS reporting entity for the programs and/or services in which the student is participating, then this field should be filled with "******".

***Reporting Career-Technical Programs.*** The district employing the staff member that operates the program must report Student Program (GQ) Records for students participating in Career-Technical Programs.

# PROGRAM CODES

**Educational Options**

| Program Code | Description |
|---|---|
| 115002 | **Educational Travel**<br>An educational activity involving travel in accordance with board policy under the direction of a person approved by the board and parent. |
| 115004 | **Mentor Program**<br>An educational activity including advanced or in-depth work by an individual pupil in accordance with board policy under the direction of a non-certificated individual. Mentors shall be individuals selected in accordance with board criteria and subject to parental approval. |
| 115005 | **Tutorial Program**<br>An educational activity involving work by an individual pupil under the direction of a certificated teacher in accordance with board policy. |

**Placement in a Chartered Nonpublic or Private School**

| Program Code | Description |
|---|---|
| 160110 | Student placement by the district in a chartered nonpublic or private school. |

**Gifted Education Services NOT Provided by a Gifted Intervention Specialist**

| Program Code | Description |
|---|---|
| 205050 | **Regular Classroom with Grade Acceleration**<br>A gifted student is moved to a higher grade level than would normally be expected for the current year, such as a double promotion (e.g., move from third to fifth grade over the summer) at the end of the prior year or a mid-year promotion (e.g., start year in second grade, move to third grade during the year, and on to fourth grade after the summer) during the current year. |
| 205052 | **Regular Classroom with Subject Acceleration**<br>A gifted student is placed in a classroom with other students who are at a higher grade level (e.g., a third grade student going to a fourth grade room for math) than would normally be expected. Report this code for a student in the year one or more courses in the specific subject sequence are skipped. This code can be reported for the same student in multiple years if the student skips courses in different subjects or has multiple skips in the same subject. |
| 205055 | **Regular Classroom with Early Entrance to Kindergarten or First Grade**<br>Students are admitted to kindergarten or first grade before they have reached the district's usual cut-off age and date for kindergarten or first grade (e.g., a student with an October birthday would be eligible for early entrance even if the district's cut-off date was September 30). |
| 205062 | **Regular Classroom with Cluster Grouping**<br>Several gifted students are deliberately placed in one class and services are provided by the regular classroom teacher, who is receiving professional development per Ohio Administrative Code §3301-51-15. All regular classrooms do not meet the criteria for gifted services. |

| Program Code | Description |
|---|---|
| 205065 | **Advanced Placement (AP) Course(s)**<br>College-level courses with corresponding examinations in multiple subject areas (e.g., mathematics, art, history). Credit for college may be obtained if a student takes in an AP examination sponsored by the College Entrance Examination Board and given in the spring of each school year. Not all AP courses meet the criteria for gifted services. |
| 205067 | **International Baccalaureate Course**<br>Services through an International Baccalaureate course. Not all IB courses meet the criteria for gifted services. |
| 205070 | **College Credit Plus Course(s)**<br>Students may enroll in college-level courses and receive college credit and credit toward graduation from high school at the same time. Note that all CCP courses do not meet the criteria for gifted services. |
| 205075 | **Honors Class(es)**<br>Specific subject area classes which are differentiated from a regular (same) subject area class in terms of breadth, depth, and complexity. Note that all honors classes courses do not meet the criteria for gifted services. |
| 205080 | **Educational Option(s)**<br>Defined in OAC 3301-35-01 and 06, Educational Options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning (see OAC for complete list). |
| 205085 | **Other Service**<br>Given that the above codes represent nearly all of the possible options for services allowed under OAC, use of this code should be rare, and is likely to generate a request for additional information from the district to document the nature of the "other service." |
| 205095 | **Services Through a Trained Arts Instructor**<br>Services through a trained arts instructor. Not all courses from a trained arts instructor meet the criteria for gifted services. |

**Gifted Education Services Provided by a Gifted Intervention Specialist**

| Program Code | Description |
|---|---|
| 206060 | **Regular Classroom with Cluster Grouping and GIS works directly with students in the cluster**<br>Several gifted students are deliberately placed in one class with a teacher who is receiving professional development per Ohio Administrative Code §3301-51-15 and agreed to provide differentiated curriculum and instruction for these clustered students within the regular classroom. A gifted intervention specialist co-teaches with the regular classroom teacher and is actively involved in helping the regular classroom teacher differentiate and deliver content to gifted students. The GIS is not the teacher of record. |
| 206070 | **Resource/Pull-Out Room for Gifted Students led by GIS**<br>Students are regularly assigned (but less than 100% of time) to a resource room for gifted students instead of their regular classroom. The instruction is differentiated and delivered by a GIS who is not the teacher of record. |
| 206080 | **Educational Option(s) with a GIS directly involved with student** |

| Program Code | Description |
|---|---|
| | Defined in OAC 3301-35-01 and 06, educational options provide experiences for individual students who need services not available in the regular school setting. They may include independent study, mentoring, and distance learning. The GIS is overseeing the student's work for the educational option. |
| 206085 | **Other Service directly involving GIS**<br>Given that the above codes represent nearly all of the possible options for services allowed under the OAC, use of this code should be rare and is likely to generate a request for additional information from the district to document the nature of the "other service" provided by the GIS. |

**Hardware**

| Program Code | Description |
|---|---|
| 700201 | **District Provided Computer**<br>The student's school or **district provides a desktop, laptop, or tablet** for the student to use to complete schoolwork at their primary residence. |

## Special Education Services

**Alternative Placement**

| Program Code | Description |
|---|---|
| 211001 | **Alternative Placement**<br>Alternative Placement for Special Education Students who are Expelled: An educational setting where a special education student may be temporarily placed for up to 45 days and for the same amount of time as children and youth without disabilities would be subject to discipline. This setting, where the student will continue to receive instruction, is different from the student's current placement setting. |
| 211010 | **Extended School Year Services Provided**<br>The student qualified for ESY services; services will be provided. |
| 211015 | **Extended School Year Services *Not* Provided, Parent Refusal**<br>The student qualified for ESY services; services will *not* be provided due to parent refusal. |
| 211020 | **Extended School Year Services *Not* Provided, Other than Parent Refusal**<br>The student qualified for ESY services; services will *not* be provided due to a reason other than parent refusal. |

**Related Services**

| Program Code | Description |
|---|---|
| 215002 | **Aide Services**<br>Support services provided by a qualified aide directly assigned to a child with a disability. |
| 215003 | **Attendant Services**<br>Services include assisting children with disabilities with personal health care needs. |
| 215004 | **Audiological Services**<br>Services provided by a qualified audiologist. |
| 215006 | **Interpreter Services** |

| Program Code | Description |
|---|---|
| | Services provided by a qualified interpreter to children who are deaf or hard of hearing. |
| 215008 | **Occupational Therapy Services**<br>Services provided by a qualified occupational therapist. |
| 215009 | **Orientation and Mobility Services**<br>Services provided to blind or visually impaired child by a qualified orientation and mobility specialist. |
| 215010 | **Physical Therapy Services**<br>Services provided by a qualified physical therapist. |
| 215012 | **Psychological Services**<br>Services provided by a qualified school psychologist. |
| 215013 | **Speech and Language Services**<br>Services provided by a qualified speech pathologist. |
| 215015 | **Transition Services**<br>Services include those provided by qualified personnel regarding post-secondary transition services (e.g., career development, employment preparation, achieving independence, and integration in the workplace and community). |
| 215018 | **Counseling Services**<br>Services provided by qualified social workers, psychologists, school counselors, or other qualified personnel in accordance with an IEP. |
| 215021 | **Transportation**<br>Transportation established solely for the purpose of transporting students with disabilities attending a regular public school or nonpublic school; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability. |
| 215022 | **Social Work Services**<br>Services provided by a qualified social worker. |
| 215026 | **School Health Services**<br>Services provided by a qualified person other than a school nurse. |
| 215027 | **School Nurse Services**<br>Services provided only by a qualified school nurse. |
| 215030 | **Board Certified Behavior Analyst Services**<br>Services provided by a Board Certified Behavior Analyst (BCBA). |
| 215099 | **Other**<br>Services not specifically listed above that are required for students with disabilities to benefit from special education and that are included in the student's IEP. Report this code for services that are needed for a child to access the general curriculum that do not have a specific code. |

# PRESCHOOL

**Preschool**

| Program Code | Description |
|---|---|
| 220205 | **Preschool Special Education Itinerant Services**<br>Preschool student with disabilities receives special education itinerant services from a preschool special education teacher, speech language pathologist, occupational therapist, physical therapist, or another service provider listed in their IEP. |
| 220210 | **Preschool Special Education Itinerant Services Received at a Nonpublic School**<br>Preschool student with disabilities receives special education itinerant services from a preschool special education teacher, speech language pathologist, occupational therapist, physical therapist, or another service provider listed in their IEP at the nonpublic entity where the student is enrolled. |
| 220215 | **Preschool Special Education Itinerant Services Received in Another Setting**<br>Preschool student with disabilities receives special education itinerant services from any provider in a setting other than a center-based setting that is not a nonpublic entity (e.g., a special school, hospital, or home). |
| 220300 | **Special Education Preschool Student Paying Tuition**<br>Preschool student with a disability condition is paying tuition or fees to attend a preschool program beyond the programming required to access general education curriculum and special education services listed in the IEP. Do not report if only payment is of incidental fees (such as materials fees) that are normally charged to nondisabled students or their parents as a part of the regular education program or any fees that are waived by the IEP team. |

# KINDERGARTNERS

**Pre-Kindergartner Experiences Program Codes**

| Program Code | Description |
|---|---|
| 800010 | **Head Start Preschool, 0-11 months**<br>Student attended a Head Start preschool for less than 1 year (0-11 months) any time in the 2 years prior to starting kindergarten. |
| 800015 | **Head Start Preschool, 12 months or more**<br>Student attended a Head Start preschool for 1 year (12 months) or more any time in the 2 years prior to starting kindergarten. |
| 800020 | **Preschool (Other than Head Start), 0-11 months**<br>Student attended preschool (other than Head Start) for less than 1 year (0-11 months) any time in the 2 years prior to starting kindergarten. This includes childcare programs licensed by the Ohio Department of Job & Family Services or the Ohio Department of Children and Youth and preschool programs licensed by the Ohio Department of Education and Workforce or the Ohio Department of Children and Youth that do not report preschool students to EMIS. Examples include centers, preschool classrooms in private childcare programs, family homes, private schools, nonpublic districts, nonpublic schools, and developmental disabilities organizations. |

| Program Code | Description |
|---|---|
| 800025 | **Preschool (Other than Head Start), 12 months or more**<br>Student attended preschool (other than Head Start) for 1 year (12 months) or more any time in the 2 years prior to starting kindergarten. This includes childcare programs licensed by the Ohio Department of Job & Family Services or the Ohio Department of Children and Youth and preschool programs licensed by the Ohio Department of Education and Workforce or the Ohio Department of Children and Youth that do not report preschool students to EMIS. Examples include centers, preschool classrooms in private childcare programs, family homes, private schools nonpublic districts, nonpublic schools, and developmental disabilities organizations. |
| 800030 | **Not Identified/Other, 0-11 months**<br>Student attended preschool for less than 1 year (0-11 months) any time in the 2 years prior to starting kindergarten; however, the type of preschool program is unknown or does not fit any other program code option. This includes unlicensed provider preschool experiences. |
| 800035 | **Not Identified/Other, 12 months or more**<br>Student attended preschool for 1 year (12 months) or more any time in the 2 years prior to starting kindergarten; however, the type of preschool program is unknown or does not fit any other program code options. This includes unlicensed provider preschool experiences. |
| 800040 | **None**<br>Student did not attend any preschool program prior to enrolling in kindergarten. |

# Coordinated Early Intervening Services

**Coordinated Early Intervening Services**

| Program Code | Description |
|---|---|
| 221005 | **Participation in Coordinated Early Intervening Services**<br>Student was counted among the district's targeted population to receive early intervening services during the current school year. The early intervening services were either mandated under IDEA Part B regulations due to district disproportionality or voluntary. If the early intervening services were mandated, comprehensive, coordinated early intervening services can be provided to assist both children with disabilities and children without disabilities ages three through twenty-one (preschool through grade 12). If the early intervening services are voluntary, coordinated early intervening services can be provided to children who are not currently identified as a student with a disability age five through twenty-one (kindergarten through grade 12). The early intervening was solely funded through IDEA Part B special education funding. |

# Title I

**Title I Subject Areas**

| Program Code | Description |
|---|---|
| 231001 | **Title I Reading**<br>A course in which Title I funded supplemental instruction in reading was provided for Title I served students. |

| Program Code | Description |
|---|---|
| 231002 | **Title I Writing**<br>A course in which Title I funded supplemental instruction in writing was provided for Title I served students. |
| 231003 | **Title I Language Arts**<br>A course in which Title I funded supplemental instruction in language arts was provided for Title I served students. |
| 231004 | **Title I English**<br>A course in which Title I funded supplemental instruction in English was provided for Title I served students. |
| 231005 | **Title I Mathematics**<br>A course in which Title I funded supplemental instruction in mathematics was provided for Title I served students. |
| 231006 | **Title I Science**<br>A course in which Title I funded supplemental instruction in science was provided for Title I served students. |
| 231007 | **Title I Civics/Government**<br>A course in which Title I funded supplemental instruction in civics/government was provided for Title I served students. |
| 231008 | **Title I History**<br>A course in which Title I funded supplemental instruction in history was provided for Title I served students. |
| 231009 | **Title I Geography**<br>A course in which Title I funded supplemental instruction in geography was provided for Title I served students. |
| 231010 | **Title I Other**<br>A course not in the sequence of 231001 through 231009 in which Title I funded supplemental instruction was provided for Title I served students. |

**Title I Summer School Subject Areas**

| Program Code | Description |
|---|---|
| 231101 | **Title I Reading (Summer School)** |
| 231102 | **Title I Writing (Summer School)** |
| 231103 | **Title I Language Arts (Summer School)** |
| 231104 | **Title I English (Summer School)** |
| 231105 | **Title I Mathematics (Summer School)** |
| 231106 | **Title I Science (Summer School)** |
| 231107 | **Title I Civics/Government (Summer School)** |
| 231108 | **Title I History (Summer School)** |
| 231109 | **Title I Geography (Summer School)** |
| 231110 | **Title I Other (Summer School)** |

**Title I Supporting Areas**

| Program Code | Description |
|---|---|
| 232001 | **Guidance/Counseling/Social Work**<br>Title I funded guidance/counseling/social work service provided for Title I served children and/or guidance/counseling/social work service provided by Title I funded personnel for Title I served children. |
| 232002 | **Health/Dental**<br>Title I funded health/dental service provided for Title I served children and/or health/dental work service provided by Title I funded personnel for Title I served children. |
| 232003 | **Nutrition**<br>Title I funded nutrition service provided for Title I served children and/or nutrition service provided by Title I funded personnel for Title I served children. |
| 232004 | **Transportation**<br>Title I funded transportation service provided for Title I served children and/or transportation service provided by Title I funded personnel for Title I served children. |
| 232005 | **Preparation for Jobs**<br>Title I funded preparation for jobs service provided for Title I served children and/or preparation for jobs service provided by Title I funded personnel for Title I served children. |
| 232006 | **Earned General Educational Development (GED)**<br>Title I funded high school equivalency/GED service provided for Title I served children and/or high school equivalency/GED service provided by Title I funded personnel for Title I served children. |
| 232007 | **Other**<br>Title I service(s) not in the sequence of the 232001 – 232006 program codes which was (were) provided for Title I served students. |
| | ***The following codes are for summer school services*** |
| 232101 | **Guidance/Counseling/Social Work (Summer School)** |
| 232102 | **Health/Dental (Summer School)** |
| 232103 | **Nutrition (Summer School)** |
| 232104 | **Transportation (Summer School)** |
| 232105 | **Preparation for Jobs (Summer School)** |
| 232106 | **Earned GED (Summer School)** |
| 232107 | **Other Title I Services not in the sequence "232101-232106" (Summer School)** |

**Title I Services**

| Program Code | Description |
|---|---|
| 233200 | **Title I Supplemental Kindergarten Program**<br>Refers to kindergarten instruction funded by Title I that is provided to supplement the regular kindergarten program offered by the district. |

**Title I Students Attending Neglected or Delinquent Institutions**

| Program Code | Description |
|---|---|
| 234001 | Court placement in a local/county-operated institution for neglected youth. |
| 234002 | Court placement in a local/county-operated institution for delinquent youth. |

| Program Code | Description |
|---|---|
| 234101 | Court placement in a local/county-operated institution for neglected youth (Summer School). |
| 234102 | Court placement in a local/county-operated institution for delinquent youth (Summer School). |

# English Learner

**English Learner Program Codes**

| Program Code | Description |
|---|---|
| 235014 | **English Language Instructional Program Not Provided Due to Parental Refusal**<br>The English learner does not participate in a language instruction educational program designed to meet his or her English language needs.<br><br>School districts are required to take affirmative steps to meet the special language needs of English learners by providing effective language instruction educational programs. This code is to be used for English learners whose parents or guardians request (in writing) that their English learner not participate in the district's specially-designed program for English learners as described in the required parent notification letter of English learner identification. |
| 235015 | **Language Instructional Program Not Provided by District**<br>District may be in violation of Title VI and Elementary and Secondary Education Act (ESEA). |
| 235017 | **Dual Language Program**<br>In this program, also known as two-way immersion, English learners receive instruction in English and languages other than English. Dual language programs provide integrated language and academic instruction for both native English speakers and native speakers of another language with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. |
| 235019 | **Content Classes with Integrated ESL Support**<br>This approach also is referred to as Sheltered Instruction Observation Protocol (SIOP), Specially Designed Academic Instruction in English (SDAIE), or, simply, sheltered instruction. These approaches make use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction. |
| 235021 | **Newcomer Programs**<br>Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of students who are new to U.S. schools. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction). |
| 235023 | **English as a Second Language (ESL) Program**<br>Also referred to as English Language Development (ELD), ESL is a program of techniques, methodology, and special curriculum designed to teach English learner students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. |

| Program Code | Description |
|---|---|
| 235025 | **Transitional Bilingual Education (TBE) Program**<br>This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the English learner's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary. |
| 235099 | **Other Programs**<br>Other English learner programs not covered by the other English learner program codes. |

**Immigrant Education Program**

| Program Code | Description |
|---|---|
| 240001 | The student is an immigrant and participates in the program. |
| 240002 | The student is an immigrant and does not participate in the program. |

# Career-Technical Education

**Career-Technical Program Codes**

| Program Code | Description |
|---|---|
| 305007 | **Work Experience and Career Exploration Program (WECEP)**<br>The U.S. Department of Labor (USDOL) state approved program provides an opportunity for students 14 and 15 years of age to participate in a paid work experience program during school hours. The program provides for a course of study and actual job experience. School classes include academic courses stipulated by state requirements for graduation as well as instruction in job-related and employability skill development with individualized or remedial instruction where needed. The WECEP designation applies only to students ages 14 and 15 in paid work experience within Career Based Intervention programs (subject code 252525).<br><br>Additional information can be found at the office of career technical website. |
| 305010 | **CTE Single Parent Subgroup**<br>Student participates in a Career Technical program and should be included in the Federal Single Parent subgroup due to being a single parent, including single pregnant students. |

**Career-Technical Academic Intracurricular Program Codes**

| Program Code | Description |
|---|---|
| 410001 | **Business Professionals of America (BPA)**<br>A co-curricular career-technical student organization which serves as an integral part of the business education program and is designed to develop and enhance leadership, citizenship, academic, and technological skills and competency in business and office occupations. |

| Program Code | Description |
|---|---|
| 410002 | **DECA (formerly Distributive Education Clubs of America)**<br>A co-curricular career-technical student organization which serves as an integral component of marketing education, providing educational and leadership development activities to be integrated into the classroom marketing instructional program. It is DECA's mission to enhance the education of students with an interest in marketing, management, and entrepreneurship. |
| 410003 | **FFA** (**formerly Future Farmers of America**)<br>A co-curricular career-technical student organization which serves as an integral component of agricultural education programs. This program helps students sharpen their leadership, citizenship, and cooperation skills through participation in various local, state, and national activities. |
| 410004 | **Family, Career, and Community Leaders of America (FCCLA)**<br>A co-curricular career-technical student organization which serves as an integral component of family and consumer science education, hospitality, tourism, and early childhood education programs. The organization helps youth assume active roles in society through personal growth, family life, career preparation and community involvement through participation in various local, state, and national activities. |
| 410005 | **Technology Student Association (TSA) (formerly American Industrial Arts Student Association)**<br>Promotes leadership and citizenship development, knowledge, and understanding of our technological society and the making of informed and meaningful occupational choices through participation in a variety of local, state, and national organizational co-educational extracurricular and/or co-curricular learning activities. Local Level I and Level II TSA Chapter membership is open to all currently and previously enrolled students of technology education courses. Level I Chapters serve students in grades 7-9, while Level II serves students in grades 10-12. |
| 410006 | **SKILLSUSA-VICA**<br>A co-curricular career-technical student organization which serves as an integral component of industrial and engineering systems and health sciences career programs. Emphasis on leadership, dignity of work, good workmanship, citizenship, teamwork, and respect and concern for others is integrated into the classroom activities. |
| 410007 | **Educators Rising**<br>Educators Rising is an organization for middle and high school students that provides opportunities to explore teaching as a career option. Educators Rising helps students gain a realistic understanding of the nature of education and the role of the teacher and offers schools and communities a chance to shape their own future by shaping the future of the education profession. Educators Rising provides the following for students:<br>• Helps develop leadership qualities<br>• Offers service learning opportunities<br>• Sponsors competitive events and state and national conventions<br>• Can be a catalyst for financial aid |
| 410008 | **Health Occupations Students of America (HOSA)**<br>A national career-technical student organization for students enrolled in health occupations programs. A goal of HOSA is to promote career opportunities in the health care industry through leadership development programs and student recognition activities. |

| Program Code | Description |
|---|---|
| 410099 | **Career Technical Student Organization (CTSO) Leadership**<br>The student is a current due paying state and national career technical student organization member who participates as a regional or state officer. |
| 410010 | **Career Technical Student Organization (CTSO) State Competition Participation**<br>The student is a current dues paying state and national career technical student organization member who participated in a competitive event above the chapter level. |
| 410015 | **ProStart Career-Technical Student Organization (CTSO)**<br>A co-curricular Career-Technical student organization which serves as an integral component of hospitality and tourism education providing education and leadership development activities to be integrated into the classroom instructional program. It is ProStart's mission to enhance the skills of students in the restaurant, hospitality, and culinary arts industry. |
| 410020 | **Future Business Leaders of America (FBLA)**<br>A co-curricular career-technical student organization which serves as an integral component of business education, providing educational and leadership development activities to be integrated into the classroom business instructional program. It is FBLA's mission to inspire and prepare students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences. |

# Work-Based Learning

**Work-Based Learning Program Codes**

| Program Code | Description |
|---|---|
| 305012 | **Internship Completion**<br>Qualifying internships are experiences in which the student is a paid employee or non-paid intern for a business or community partner. The student performs tasks and demonstrates skills necessary for the operation of the business or organization, as determined by the employer with additional guidance from an instructor or educational supervisor. In an off-site internship experience, work occurs at the physical location of the employer and can take place during school hours or when school is not in session. In a virtual or remote placement experience, the student is a paid employee or non-paid intern for a business or community partner, but work-based learning most often takes place outside of the physical location of the employer. |
| 305014 | **Apprenticeship/Pre-apprenticeship**<br>Qualifying Apprenticeship & Pre-Apprenticeship experiences offer students an opportunity to participate in work-based learning experiences in designated occupations or industry sectors in preparation or formal registered apprenticeship training programs. Pre-apprenticeships follow recognition procedures as outlined by ApprenticeOhio, Ohio's State Apprenticeship Council. Apprenticeships have similar but distinct registration requirements through ApprenticeOhio to teach a skilled occupation pursuant to a registered apprenticeship agreement. Apprentices must be at least 16 years old, except when a higher minimum age standard is fixed by law. |
| 305016 | **Apprenticeship Acceptance**<br>Providing evidence of acceptance into an apprenticeship program registered with the Ohio State Apprenticeship Council after high school that is restricted to participants eighteen years of age or older. |

| Program Code | Description |
|---|---|
| 305018 | **Apprenticeship Completion**<br>Completing an apprenticeship registered with the Ohio State Apprenticeship Council in the student's chosen career field. |
| 305099 | **Other Work-Based Learning**<br>This element will include the other three types of work-based learning as defined by the Office of Career Technical Education. Other work-based learning types include entrepreneurship, school-based enterprises and simulated work environments. Internship (both Off-Site and Virtual/Remote Placement) and Apprenticeship experiences should not be reported using this element.<br><br>Please refer to the Work-Based Learning Document on the Department website for more detailed information. |
| 310040 | **Work-Based Learning >0 and <40 hrs** |
| 310099 | **Work-Based Learning 40-99 hrs** |
| 310249 | **Work-Based Learning 100-249 hrs** |
| 310499 | **Work-Based Learning 250-499 hrs** |
| 310500 | **Work-Based Learning 500+ hrs** |

# EXTRACURRICULAR/INTRACURRICULAR PROGRAMS

**Academic Extracurricular Programs Codes**

| Program Code | Description |
|---|---|
| 405001 | **National Honor Society**<br>Student activity program with the purpose of recognizing pupils for achievements in academic excellence. |
| 405002 | **Debate Team/Speech Club**<br>Provide activities for those students who are interested in different forms of public address which could include competitions. |
| 405003 | **Drama Club/Thespians**<br>Provide activities for those students who are interested in participating in theatrical productions including musical theatre. Through Thespian organizations, students may have opportunities to compete in theatre activities and receive recognition. |
| 405004 | **Foreign Language Clubs**<br>A combination of subject matter and experiences, usually not provided in a regular class, designed for pupils who wish to pursue satisfying individual/group interest and study in specific aspects of various languages. |
| 405005 | **Yearbook Staff**<br>Provides opportunities for students who are interested in various aspects of yearbook publication, including copywriting and editing, photography, layout, etc. |
| 405006 | **School Newspaper Staff**<br>Provides opportunities for students who are interested in journalism and newspaper publication, including reporting, copywriting and editing, photography, layout, etc. |

| Program Code | Description |
|---|---|
| 405007 | **Music Activities**<br>(Not associated with a course for which credit is earned) Subject matter and/or activities not included in the graded course of study and designed for pupils who wish to pursue various aspects of music. |
| 405008 | **Computer Clubs** |
| 405009 | **Science Club**<br>Noncompulsory opportunities for science study for which no science credit is earned. Example opportunities include but are not limited to activities and strategies that emphasize access to scientists and other career role models in science, mathematics, engineering, and technology; and/or access to authentic field studies, problem-based learning, non-formal, and/or special programs. |
| 405010 | **Future Career Clubs** |
| 405012 | **National Vocational Technical Honor Society**<br>A student activity program in which membership consists of career-technical students who have demonstrated scholastic achievement, skill development, leadership, honesty, responsibility, and good character. Student invitation to membership is extended only by National Vocational Technical Honor Society (NVTHS) chartered schools. |
| 405013 | **Visual Arts Club**<br>Subject matter and/or activities not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of the visual arts. |
| 405014 | **Dance Club**<br>Subject matter and/or activities not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interests growing out of various aspects of dance. |
| 405015 | **Mathematics Club**<br>Subject matter and experiences not associated with course for which credit is earned and designed for pupils who wish to pursue satisfying individual/group interest and study in specific aspects of mathematics. |
| 405011 | **Other Academic Extracurricular Activities** |

**School Related Service Program Codes**

| Program Code | Description |
|---|---|
| 415002 | **Drug Prevention Programs** (e.g., Youth to Youth, SADD)<br>Programs designed to solve problems in the area of alcohol and drug abuse prevention with applicability to other behavioral problems such as truancy, vandalism, and disruptive behavior. |
| 415003 | **Other School-Related Service**<br>Civic and social-oriented activities organized primarily to provide for pupil participation in experiences that relate to governmental bodies, citizen involvement, and school service that are not listed in the previous category. |
| 415004 | **Student Council** |

**Athletics and Related Program Codes**

| Program Code | Description |
|---|---|
| 420001 | Pep Clubs |
| 420015 | Other - Athletics and Related Programs (not Interscholastic Athletics) |

**Interscholastic Athletic Program Codes**

| Program Code | Description |
|---|---|
| 420002 | Football |
| 420003 | Basketball |
| 420004 | Baseball |
| 420005 | Track and Field |
| 420006 | Wrestling |
| 420007 | Softball |
| 420008 | Golf |
| 420009 | Tennis |
| 420010 | Soccer |
| 420011 | Swimming and Diving |
| 420012 | Volleyball |
| 420013 | Other Interscholastic Athletics |
| 420014 | Intramural Athletics |
| 420020 | Cheerleading |
| 490000 | Other – participation in extracurricular programs and activities not identified in one of the above categories |

## Graduation-Related Seals

**Graduation Seal Codes**

| Program Code | Description |
|---|---|
| 510000 | Student Plans To Earn Ohio Means Jobs Graduation Seal |
| 510001 | **Ohio Means Jobs Program Code**<br>Student has earned the Ohio Means Jobs readiness seal. |
| 510131 | Student Plans To Earn Military Enlistment Graduation Seal |
| 510140 | Military Enlistment Graduation Seal Earned |
| 510171 | Student Plans To Earn Technology Graduation Seal |
| 510180 | Technology Graduation Seal Earned |
| 510211 | Student Plans To Earn Industry-Recognized Credential Graduation Seal |
| 510251 | Student Plans To Earn Citizenship Graduation Seal |
| 510260 | Citizenship Graduation Seal Earned |
| 510331 | Student Plans To Earn Seal of Biliteracy Graduation Seal |
| 510333 | English Language Proficiency For The Seal of Biliteracy Graduation Seal Established |
| 510336 | World Language Proficiency For The Seal of Biliteracy Graduation Seal Established |
| 510371 | Student Plans To Earn College-Ready Graduation Seal |
| 510411 | Student Plans To Earn Science Graduation Seal |

| Program Code | Description |
|---|---|
| 510420 | Science Graduation Seal Earned |
| 510451 | Student Plans To Earn Honors Diploma Graduation Seal |
| 510491 | Student Plans To Earn Community Service Graduation Seal |
| 510500 | Community Service Graduation Seal Earned |
| 510531 | Student Plans To Earn Student Engagement Graduation Seal |
| 510540 | Student Engagement Graduation Seal Earned |
| 510571 | Student Plans To Earn Fine and Performing Arts Graduation Seal |
| 510580 | Fine and Performing Arts Graduation Seal Earned |

**Seal of Biliteracy Codes**

| Program Code | Description |
|---|---|
| 608014 | **Akan** |
| 608001 | **Albanian** |
| 601050 | **American Sign Language (ASL)** |
| 608002 | **Amharic** |
| 600101 | **Arabic** |
| 608015 | **Aremenian** |
| 608016 | **Bambara** |
| 608017 | **Bengali** |
| 608018 | **Bosnian** |
| 608019 | **Bulgarian** |
| 608020 | **Burmese** |
| 608003 | **Cambodian** |
| 608004 | **Cantonese** |
| 608021 | **Central Khmer** |
| 600102 | **Chinese** |
| 608022 | **Croatian** |
| 608023 | **Danish** |
| 608024 | **Dinka** |
| 608025 | **Ewe** |
| 608026 | **Filipino** |
| 600230 | **French** |
| 608027 | **Fulah** |
| 600235 | **German** |
| 600103 | **Greek** |
| 608028 | **Gujarati** |
| 600104 | **Hebrew** |
| 608029 | **Hindi** |
| 608005 | **Hmong** |
| 608030 | **Hungarian** |
| 608031 | **Igbo** |
| 608032 | **Indonesian** |
| 600245 | **Italian** |

| Program Code | Description |
|---|---|
| 600250 | **Japanese** |
| 608033 | **Karen** |
| 608034 | **Kinyarwanda** |
| 608006 | **Korean** |
| 608035 | **Krio** |
| 608036 | **Kurdish** |
| 608007 | **Laotian** |
| 600107 | **Latin** |
| 608037 | **Louisiana Creole French** |
| 608038 | **Macedonian** |
| 608039 | **Malayalam** |
| 608040 | **Mandingo** |
| 608041 | **Marathi** |
| 608042 | **Mongolian** |
| 608008 | **Navajo** |
| 608043 | **Oromo** |
| 609999 | **Other language without a specific code** |
| 608044 | **Panjabi; Punjabi** |
| 608045 | **Persian** |
| 600255 | **Polish** |
| 608046 | **Portuguese** |
| 608047 | **Pushto; Pashto** |
| 608048 | **Romanian** |
| 600218 | **Russian** |
| 608049 | **Serbian** |
| 608050 | **Sinhala** |
| 608009 | **Somali** |
| 600265 | **Spanish** |
| 608051 | **Swahili** |
| 608052 | **Swedish** |
| 608010 | **Tagalog** |
| 608053 | **Tamil** |
| 608054 | **Telugu** |
| 608055 | **Thai** |
| 608056 | **Tigrinya** |
| 608011 | **Trigriyan** |
| 608057 | **Turkish** |
| 608058 | **Twi** |
| 608012 | **Ukrainian** |
| 608059 | **Urdu** |
| 608060 | **Uzbek** |
| 608013 | **Vietnamese** |
| 608061 | **Wolof** |
| 608062 | **Yoruba** |

# Graduation Pathways

**Graduation Pathway Program Codes**

| Program Code | Description |
|---|---|
| 520100 | Alternative Competency College Credit Plus Requirement Met–Math and English CCP course |
| 520101 | Alternative Competency College Credit Plus Requirement Met–English CCP course only |
| 520102 | Alternative Competency College Credit Plus Requirement Met–Math CCP course only |
| 520105 | Alternative Competency Career Experience and Technical Skill Requirement Met |
| 520110 | **Military–Intent to Enlist**<br>Student has documented intent to enlist in the military by sharing a completed Contract DD Form 4 with the district. |
| 520200 | Student enrolled in an Ohio public school for senior year after enrollment the prior year in a non-tax, non-public school, homeschooling, or an out-of-state school. |
| 520205 | Student has established English Language Arts competency using the Alternative High School Assessment: Chartered Nonpublic Schools; or student is eligible for the Military Interstate Children's Compact Commission (MIC3) provisions and has achieved a required score on the sending state's exam for the course. |
| 520210 | Student has established Math competency using the Alternative High School Assessment: Chartered Nonpublic Schools; or student is eligible for the Military Interstate Children's Compact Commission (MIC3) provisions and has achieved a required score on the sending state's exam for the course. |
| 520215 | Student is exempt from the ½ unit of financial literacy instruction required for graduation in accordance with board policy that excuses from the requirement any student who participates during high school in a financial literacy program offered by a bank or by a student branch of a credit union. |

# Intervention Programs

**Academic Intervention Program Codes**

| Program Code | Description |
|---|---|
| 151490 | Student received intervention services during the summer. |
| 151510 | Student received up to 6 weeks of progress monitoring based on being identified as at risk for dyslexia on the Tier 1 dyslexia screener. |
| 152330 | Student received intervention services during the regular school year. |

**Reading Improvement and Monitoring Plan Intervention Program Codes**

RIMP codes are only reported for students participating in a Reading Improvement and Monitoring Plan implemented within 60 days of reading diagnostic result availability

| Program Code | Description |
|---|---|
| 151505 | **Summer Structured Literacy Programs**<br>A structured literacy program that continues to track and monitor the progress of the student once the school year ends. The program should be targeted toward the identified needs of the student. |

| Program Code | Description |
|---|---|
| | *This option is only to be used in addition to interventions offered during the school year. Replaces code 151500 Summer Reading Programs. |
| 152700 | **Explicit Intervention in Writing – Focus on Transcription**<br>Explicit instruction in handwriting (manuscript, cursive) and/or keyboarding as instructional supports for writing assignments. May include spelling instruction that aligns to the explicit decoding (basic and advanced word study) instruction.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152705 | **Explicit Intervention in Writing – Focus on Composition Skills**<br>Explicit instruction in sentence structure - grammar, syntax, vocabulary usage, sentence types, organizing ideas for writing (including graphic organizers and oral rehearsal). This should focus on the function of words and connect to content area knowledge.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152710 | **Explicit Intervention in Phonemic Awareness**<br>Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This falls under the umbrella term of phonological awareness. This understanding improves students' word reading and helps them learn to spell.<br><br>Intervention focus for phonemic awareness uses an informal phonological awareness assessment to determine student current skill attainment and provides instruction and practice with feedback to build more advanced skills following a sequence (such as Ohio's Learning Standards Foundational Skills, p. 28), moving from more basic skills such as segmenting and blending syllables in a word to more advanced skills such as substituting medial vowel sounds. For older students, explicit intervention in phonemic awareness should be a component of a multi-component intervention or phonics intervention, using letters to reinforce letter-sound correspondence.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152715 | **Explicit Intervention in Sight Word Recognition**<br>Intervention designed to increase students' ability to recognize and read individual words using phoneme grapheme mapping of regular parts and explicit call out of irregular parts. They store the connected sounds and letters of words (along with their meaning) as instantly recognizable sight words.<br><br>Sight word recognition instruction should focus on phoneme-grapheme mapping and not rely on practices such as the use of flash cards. |

| Program Code | Description |
|---|---|
| | See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152720 | **Explicit Intervention in Decoding**<br>Early, explicit, and systematic instruction in phonics can help strengthen students' decoding skills. Phonics instruction should follow a phonics scope and sequence.<br><br>Intervention focus for phonics uses data from an informal phonics decoding survey to determine the highest level of decoding skills mastered and teach the next skills in the progression. Use of connected text (decodable readers) is critical to consolidating and applying phonics skills within increasingly complex texts.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152725 | **Explicit Intervention in Comprehension**<br>Before focusing intervention efforts on comprehension, it is critical to ascertain if students need additional instruction in phonics, fluency, vocabulary, sentence structure and text structure. Some students may benefit from multicomponent interventions that address comprehension alongside these instructional priorities.<br><br>Intervention should focus on a select set of high-impact strategies that enhance comprehension across content areas. These strategies involve intentional cognitive actions that help students engage with, understand, and retain information from complex disciplinary texts. Teach students to ask and answer questions, determine the gist of short sections of text, and monitor their comprehension.<br><br>Student knowledge of a subject, background knowledge and academic vocabulary are key contributors to overall comprehension. Effective instruction should integrate these elements to support students in navigating and analyzing diverse disciplinary texts.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152730 | **Explicit Intervention in Fluency**<br>A fluency intervention is appropriate for students who are accurate in their reading of grade level texts, but lack automaticity. The three components of fluency – appropriate speed, accuracy, prosody – can be addressed through instructional strategies such as repeated readings, partner reading, choral reading, technology-assisted reading, timed reading, phrased reading, and echo reading.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |

| Program Code | Description |
|---|---|
| 152735 | **Explicit Intervention in Vocabulary**<br>Teach high utility words and academic language, including instruction in morphology (the meanings of roots and combining forms, prefixes, and suffixes) using explicit instructional routines. Words should be taught in meaningful clusters, connecting them to texts and disciplinary contexts to improve comprehension and content knowledge. In addition, there should be judicious review with multiple exposures of previously taught words.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152740 | **Small Group Scaffolding of Complex Text**<br>It is important for all students, including those that are reading below grade level, to access complex texts daily. In order to do this, teachers can provide scaffolded instruction for students, which can include, but is not limited to: pre-teaching vocabulary, focusing on the structure of complex sentences, teaching cohesive ties, teaching morphology, and decoding multisyllabic words.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152745 | **Explicit Intervention in Communication/Language**<br>Identify yes/no responses using multi-modal communication skills and diverse access features, including assistive technology, as needed, based on a learner profile. Teach the use of tools for accessing communication containing individualized features based on learner profile data. Teach the use of core vocabulary paired with fringe vocabulary to communicate across settings. Teach sound-symbol correspondences to develop spelling skills. Teach the use to symbols (icon sequences), and spelling (especially onsets) to find and access words for communication.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |
| 152750 | **Multi-Modal Approach to Structured Literacy**<br>A multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing is used to target: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. The approach involves: synthetic and analytic presentation, opportunity for practice and teaching to mastery along a structured scope and sequence.<br><br>This intervention strategy is not outlined in Ohio's Plan To Raise Literacy Achievement. Replaces code 152535 Orton-Gillingham. |
| 152765 | **Explicit Intervention in Advanced Word Study**<br>Explicit, systematic instruction in advanced decoding skills is focused on reading complex, multisyllabic words. Intervention focuses on teaching the skills needed to break apart and |

| Program Code | Description |
|---|---|
| | accurately sound out multisyllabic words, spelling practice to solidify students' understanding of the vowel and consonant letter-sounds and combinations that make words, and frequent opportunities to practice reading multisyllabic words in connected texts, including discipline-specific text, to build increasingly automatic word recognition skills.<br><br>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. |

**High-Dosage Tutoring Codes for students with RIMPs**

A high-dosage tutoring code should be reported for every student being reported with a RIMP code

| Program Code | Description |
|---|---|
| 152800 | **Tutoring by approved vendor during the school day**<br>The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks during the school day from providers on the Department's High-Quality Tutoring Provider Vendor Directory. |
| 152805 | **Tutoring by approved vendor outside of the school day**<br>The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks outside of the school day from a provider on the Department's High-Quality Tutoring Provider Vendor Directory. |
| 152810 | **Tutoring locally approved during the school day**<br>The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks during the school day from a locally approved provider. |
| 152815 | **Tutoring locally approved outside of the school day**<br>The student had a RIMP and was provided high-dosage tutoring at least three days a week or at least 50 hours over 36 weeks outside of the school day from a locally approved provider. |
| 152817 | **Student received less than three days a week or 50 hours over 36 weeks of high-dosage tutoring** |
| 152820 | **Student did not receive high-dosage tutoring** |

## *Defining a Unique Record*

Each EMIS record has specific fields that must be unique on each row of data reported to the Department. For the Student Program (GQ) Record, each combination of values in the following fields must be unique.

| Required Fields | Number |
|---|---|
| EMIS Student ID | GQ050 |
| Program Code | GQ060 |

# 2.9 Student Program (GQ) Record File Layout

| Number | Position | Name | PIC/Size |
|---|---|---|---|
| | 1-8 | Filler | |
| GQ010 | 9-10 | Sort Type | PIC x(2) |
| | | Always “GQ” | |
| | 11 | Filler | |
| GQ020 | 12-15 | Fiscal Year | PIC x(4) |
| | | e.g., 2027 (CCYY) | |
| GQ030 | 16 | Data Set | PIC x |
| | | S – Student | |
| GQ040 | 17-22 | Building IRN | PIC x(6) |
| GQ050 | 23-31 | EMIS Student ID Number | PIC x(9) |
| GQ060 | 32-37 | Program Code | PIC x(6) |
| GQ070 | 38-46 | Employee ID | PIC x(9) |
| | 47-52 | Filler | |
| GQ090 | 53-58 | Program Provider IRN | PIC x(6) |
| GQ100 | 59-66 | Program Enrollment Start Date | PIC 9(8) |
| GQ110 | 67-74 | Program Enrollment End Date | PIC 9(8) |