

**ODE ITC EMIS Training Q & A
November 2021**

Below are some of the questions that were asked during the ODE ITC EMIS Training sessions held between November 15 and 19, 2021. The questions are in order by topic and include the answer and, in many cases, a link to EMIS documentation where the information can be found. Questions received via Teams Chat and the phone have been included. These Q&A documents, as well as training schedules and presentations, are available on our [EMIS Training webpage](#).

Staff and Course

Q1 *Where is the Teacher Licensure Course (TLC) Status Report found?*

A1 The report is a Level 2 report available in the Data Collector within the Initial Staff and Course (L) Collection. See the [\(TLC-001\) Teacher Licensure Course Status Report explanation](#).

Q2 *We submitted a Career Tech Ed Teacher Licensure Override request. Will we know if the request was approved before the close of the Initial Staff and Course (L) Collection?*

A2 Verify an override has been granted by using the (CTEA-006) CTE Approved Overrides Report. You can also use the (CTEA-003) CTE Staff Error Detail report to see if a manual override request is needed for teachers not approved or not included in the automated process. For additional information about CTE overrides or for information about a specific teacher's override status, contact CTETeacherOverride@education.ohio.gov.

Q3 *Several districts still have errors for Project Lead the Way (PLTW) and Curriculum Code VM courses. Has the automated CTE Override process been "turned on"?*

A3 Yes, the CTE override process is currently running. Note that there can be a delay between when the override is first approved and when the override appears on the CTE FTE report. For additional information about CTE overrides or for information about a specific teacher's override status, contact CTETeacherOverride@education.ohio.gov.

Q4 *If a PLTW teacher is on the TLC Status Report as not properly certified, do we need to request a CTE override for that teacher?*

A4 Remember that the override allows the funding to flow but does not change that the teacher is not properly certified. These overrides impact your CTE FTE report, not your Teacher Licensure Course (TLC) Status Report; teachers will continue to appear as not properly certified even when an override is granted.

Q5 *If my teacher is already in the (CTEA-006) Approved Overrides Report, does that mean the override is approved?*

A5 Yes.

Q6 *Should the teacher of record be reported as the Lead Teacher with the code of LT in the Staff Role Code field of the Staff Course (CU) Record?*

A6 It depends. If there is one teacher of record assigned to a course, option LT should be reported. If there is more than one teacher of record, report each with option CT for co-teacher. See [EMIS Manual Section 4.3](#).

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- Q7** *How long does a substitute need to be responsible for a course before they are considered as Teacher of Record and must be reported in EMIS?*
- A7** There is no set amount of time to determine when a substitute teacher becomes a teacher of record. When a substitute is doing the things a teacher usually does—for example, providing instruction, assessing students, grading students—they should be reported as the teacher of record. Districts should use their discretion. See [EMIS Manual Section 3.1](#).
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- Q8** *A teacher is leaving on the first of January. Currently, there is no replacement, and we will have multiple substitutes covering this course. How should this be reported?*
- A8** A new Staff Course (CU) Record should be reported every time the teacher of record changes. The teacher assigned to the course for the most amount of time will be considered for proper certification. The Staff Course Start and End Dates on each record are used to make this determination.
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- Q9** *What if substitutes are not reported unless hired as a replacement teacher?*
- A9** Substitutes conducting activities typically completed by a teacher of record are to be reported in EMIS as the teacher of record regardless of their employment status. Districts are to report “what is.”
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- Q10** *Why are the teaching fields and endorsement codes that appear in a teacher’s license in the CORE Educator Profile not included as subject codes in the EMIS Manual?*
- A10** The teaching fields and endorsements on a teacher’s license are not subject codes. For subject codes, see [EMIS Manual Section 4.7](#).
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- Q11** *A new teacher, who just received her license, is appearing as not properly certified. Is the Department’s licensure information up to date?*
- A11** The system updates automatically and immediately. If a teacher with a new license appears not properly certified, use the Certification and Licensure Search to ensure they have the required licensure for the course(s) they are teaching.
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- Q12** *Should courses with no students enrolled be removed from reporting, or can errors just be ignored?*
- A12** If a course is not being provided, it should not be reported in EMIS. That said, you can report in this fashion and ignore any errors generated.
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- Q13** *I have teachers teaching courses without the appropriate credential. In the second semester, the teachers will change to those with proper licensure. Will that be reflected correctly in the Final Staff and Course (L) Collection?*
- A13** Yes, the Final Staff and Course (L) Collection will have those teachers reported; however, remember that the TLC Status Report only uses data reported in the Initial Staff and Course (L) Collection. If the teacher change is not reported in the initial collection, the new teacher will not be reflected on the report.
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Q14 *How could another district's reporting impact my district's TLC Status Report?*

A14 A common example is when a district contracts with an ESC for a teacher. If that ESC is not reporting a Contractor Staff Employment (CJ) Record that points to your district, then your report will show the related courses as not properly certified and with no staff data. It could also be that the ESC was reporting the CJ Record and then stopped reporting it. This would cause courses on your report that had previously appeared as properly certified to change to not properly certified with no staff data. This is why it is important to continue reviewing your report, even after you have finished reporting for your district.

Q15 *When will the ESSA State Licensure Assurance Report be distributed?*

A15 This report will be distributed twice: once in January before the close of the Initial Staff and Course (L) Collection and once after the collection closes.

Q16 *Is the ESSA State Licensure Assurance report only for Title I districts?*

A16 No, all traditional districts, community schools, and STEM schools receive the report.

Q17 *Does the reporting guidance about teachers changing buildings also pertain to other staff members?*

A17 Yes, any staff member who changes buildings can be reported in the same fashion.

Q18 *I understand when a teacher moves from one building to another the salary will be split. Why do we have to split the FTE?*

A18 FTE should be split for the same reason salary should be split. When summed across the district, FTE will be inflated if the teacher's full FTE is reported at both buildings. Remember, the original record should be reported with a Separation Date and Reason.

Q19 *Why is the Early Childhood license type not an option on the Certification and Licensure Search?*

A19 Elementary courses/licenses are not generally included in the search tool. See the general rule on the Certification and Licensure Search webpage at <https://education.ohio.gov/Topics/Data/EMIS/Certification-and-Licensure-Search>.

Q20 *A teacher has a 5-year professional elementary (1-8) license, and he is teaching elementary Physical Education. Why is he showing as not properly certified? The teacher has been employed for 20 years but just recently started teaching PE.*

A20 The general rule for elementary credentials allows the teacher who holds these credentials to teach any course within the relevant grade range. An exception is for staff initially hired on or after July 1, 2013, to teach physical education. In this case, even though the teacher was hired 20 years ago, he just started teaching PE, so he would need to be licensed in PE. See <https://education.ohio.gov/Topics/Data/EMIS/Certification-and-Licensure-Search>.

Q21 *How will teachers who are not properly certified as of the close of the Initial Staff and Course (L) Collection appear on the Local Report Card?*

A21 The Local Report Card uses licensure data from the Initial Staff and Course (L) Collection. Therefore this teacher will be counted as not properly certified on the report cards.

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Q22 *How do we know what the census date is for a course?*

A22 The “Enrollment as of” date in the “Higher Education Reported Data” table of the Student Course Record in the CCP module reflects the course census date.

Q23 *What is the point breakdown for the CCP payment responsibility calculation?*

A23 Points are applied as follows:

- Enrollment includes course census date = 3 points
- Reported with Sent To of PS = 1 point
- Reported as enrolled in a CCP course = 1 point

Q24 *When a student takes a summer CCP course and moves to a new district in the new school year, is the new school district responsible for payment on the summer course?*

A24 Yes, the new district where the student is enrolled in the fall is responsible.

Q25 *Which district is responsible for the cost of CCP courses for a full-time JVS student, the resident district or the JVS?*

A25 Entities should work together to determine which is responsible.

Q26 *What District Relationship option should be reported for a full-time CCP student?*

A26 A full-time CCP student who has a percent of time greater than zero in the Sent To Percent of Time element should be reported with District Relationship option 1.

Q27 *Is it correct for a JVS with satellite students to use the “student enrolled in snapshot, but other LEA should pay CCP” flag instead of the split payment flags?*

A27 If the JVS is not responsible for the CCP course, that review would apply. However, if the Department has calculated a split payment, the split payment review flags should be used. The flag you specifically asked about is for cases where your district is charged the full amount.

Q28 *Should second-semester courses be appearing in the CCP module now?*

A28 All courses that a college has submitted appear in the module.

Q29 *Will a district be charged after a record has aged out?*

A29 If a record is not reviewed and ages out, the district pays for that course. If the district disagrees, they can escalate the record to their Area Coordinator.

Q30 *When and where are the CCP reports available?*

A30 Level 2 CCP reports are currently being generated in the student collections. The CCP_LEA_Deduct Received File will be generated once in January and once in July.

Q31 *What is the purpose of the (CCPL-001) Projected Non-Payment Report?*

A31 The report can be used by districts to help with the review of courses that are not eligible for payment either because they have been flagged or were not approved for payment and have not aged out.

Q32 *How is a student reported who attends a JVS and two colleges?*

A32 The percent of time for both colleges can be combined and reported in the Sent To Percent of Time 1 field. The college with the higher percent of time can be used in the Sent To IRN. If percent of time is equal between the two colleges, the district can pick one. JVS information should be reported in the Sent Reason 2 and Sent To IRN 2 fields.

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Q33 *Will a court/foster placed preschool student on an IEP appear in the Tuition Module? How will that student be funded?*

A33 Preschool students are not of compulsory school age and are thus ineligible for tuition; therefore, they are not included in the Tuition Module Preschool students are funded based on headcount.

Q34 *If a student is missing an address in the Tuition Module, does that have a funding impact?*

A34 Yes, as the student would not be reviewable with that information missing.

Preschool

Q35 *How many parent-teacher and staff professional development hours can be included to meet minimum hours for a preschool calendar?*

A35 Up to 2.5 hours each for parent-teacher conferences and staff professional development time can be included in calendar reporting for preschoolers.

Q36 *Does time for breakfast, lunch, and recess for calendar reporting purposes apply to all preschool programs?*

A36 Yes.

Q37 *I understand the minimum hour requirement for a preschool special education program is 360 hours. Would a student who only goes half days need to be on a 720-hour calendar?*

A37 No. Students are assigned to a full-time calendar with a percent of time that reflects the number of hours being educated in relation to that calendar. The full-time calendar should show the total number of PS hours, and the student should be reported with the percent of time they are attending.

Q38 *If a preschool student attends the AM preschool class and is assigned to an AM calendar with 3 hours, can they be reported as 100 percent of time? A student reported with 50 percent of time who is assigned to a 3-hour calendar seems wrong since the calendar hours already represent a half day.*

A38 All students should be on a calendar that reflects the hours for the entire day. Then the percent of time is reported based on whether a student attends half days or whole days. For example, if you have an AM preschool that attends 3 hours a day and a PM preschool that attends 3 hours a day, the preschool calendar(s) should be 6 hours. Then students attending either AM or PM would be reported as 50 percent of time. Only a student attending *both* programs would be reported as 100 percent of time.

Q39 *We have a Monday-Wednesday and a Tuesday-Thursday all-day preschool program. They can only attend two full days. Is that considered 50 or 100 percent of time?*

A39 In this scenario, the preschool program is offered for 4 days. A student reported as 100 percent of time would be attending all 4 days. Assuming the hours are the same for both groups, the Monday/Wednesday students would be reported as 50 percent of time, and the Tuesday/Thursday students would be reported as 50 percent of time.

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Q40 *If a preschool speech-only student is itinerant with only a Speech Therapist, is there a minimum hour requirement?*

A40 Yes, the one-hour per week minimum requirement would apply regardless of the type of service provided.

Q41 *Should an itinerant preschool student reported with a District Relationship option 1 be on an attending calendar?*

A41 Yes.

Q42 *Can you confirm that the minimum hours requirement for preschool itinerant hours is 144 hours per year as stated in the presentation?*

A42 The information that was shared during the November training sessions regarding Minimum Hours Requirements for preschool itinerant students was incorrect. Minimum hours requirements were updated in the new [Preschool Special Education Rule 3301-51-11](#) that went into effect July 1, 2021.

Q43 *How does a district of residence report a preschool student with a disability receiving related services in the home?*

A43 This is an itinerant student who would be reported with District Relationship option 1, percent of time greater than 0, and the 220100 Itinerant Program Code.

Q44 *Does the ESC only report the Itinerant Program Code if they are the educating entity?*

A44 The Itinerant Program Code should be reported by the entity providing the itinerant services. If the ESC is providing these services, then the ESC reports the 220100 code.

Q45 *If the ESC provides itinerant services and reports the District Relationship option 1, does the district of residence also report a District Relationship option 1?*

A45 It depends. If the district of residence is also providing instruction or itinerant services, then they would report District Relationship option 1. If the district of residence is providing neither instruction nor itinerant services, they would report option 3.

Q46 *How should preschoolers with disabilities be reported when they live in one district but attend preschool in another district?*

A46 Preschoolers are to be reported the same as K-12 students as much as possible. They can be open enrolled, court, non-court or foster placed, etc., and should be reported as such.

Q47 *What District Relationship should be reported when a student is reported with How Received option 1 – Student receiving non-instructional, supplementary, or related services?*

A47 District Relationship option 2 should be reported for students receiving services only and no instruction. See [EMIS Manual Section 2.4](#).

Q48 *How does funding occur for an open-enrolled preschooler with a disability?*

A48 Preschool is funded based on headcount. With the implementation of [HB 110](#), open enrollment funding now goes directly to the educating district.

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Q49 *Does a typical preschool student attending in another district have to be open enrolled, since the resident district will not include the student in their reporting?*

A49 Since there is no funding for typical preschoolers, there's no need for them to open enroll. If the typical non-resident preschooler *is* open enrolled, they should be reported as such. Otherwise, if they are not in an Early Childhood Education (ECE) program at the educating district, they can be reported with How Received option *.

Q50 *Our ECE grant program is approved for 80 students. Approximately 90 students are currently reported with How Received option E. Should only the 80 students be reported with E?*

A50 All students participating in an ECE grant-funded program should be reported with How Received option E. A Gen Issues check will be generated if the numbers reported are out of proportion with the numbers approved. See the [\(GNIS-xxx\) General Issues Report Explanation](#).

Q51 *How do we know if our district is an ECE grantee?*

A51 A list of FY22 ECE grantees is available at the [Early Childhood Education Grant for Administrators webpage](#).

Q52 *Can you confirm that a foster-placed preschooler in an ECE Grant program should be reported with How Received option E and not option C?*

A52 That is correct, How Received option E trumps all other options.

Q53 *Which How Received option should be reported for non-ECE funded students receiving Preschool Special Education?*

A53 A special education resident student not enrolled in an ECE program should be reported with How Received option *. For a non-resident special education student, the appropriate How Received option should be reported based on how the student got to the district, i.e., open enrollment, court, or foster placement.

Q54 *Does reporting the How Received option V pertain to preschool students not transitioning from Part C to Part B?*

A54 No, it only applies to students transitioning from Part C to Part B.

Q55 *For students being reported with How Received option V, would the date of birth still be reported as Admission and Withdrawal dates if the date of birth is more than 60 days after the consent date? If the answer is yes, would we then be out of compliance?*

A55 The ETR date should be used as the Admission and Withdrawal date for students already age 3 as of the ETR date. If the student was not yet age 3 as of the ETR date, then the student's date of birth must be used for Admission and Withdrawal date. The actual event dates should be reported for all special education events on the GE Record.

Q56 *Would special education events need to be reported by the district of residence for a typical preschooler attending the ESC who was evaluated and found not eligible?*

A56 Yes, because ESCs do not report special education event records.

Q57 *How should I report my preschool students who are 6 years old this year who may have a disability code of 16?*

A57 A 6-year-old preschool student reported with Disability Condition option 16 after December 1 will generate fatal errors. ETRs should be completed to determine school age disability by December 1.

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Q58 *Are courses required to be reported for an itinerant preschooler?*

A58 It depends. If the child is itinerant only, then only the program code is reported. If the child is itinerant AND is in a classroom, then report the program code and the course.

Q59 *Shouldn't a preschool student with disabilities that attends a JVS preschool also be reported by the resident district as stated that students with disabilities should be reported by both the resident district and educating district if those entities are different?*

A59 The information that was shared during the November training sessions regarding which entities report preschool students attending a JVS was incorrect. The JVS *and* the resident district are both required to report special education preschool students attending a JVS; the resident district also reports all special education records for these students.
