EMIS Advisory Council Workgroup: EMIS Professional Qualifications and Development Workgroup

Location	Ohio Department of Education 25 South Front Street, Columbus, Ohio 43215 Conference Room B-004

Date	Monday, September 23, 2019; 9:00am-12:00pm

Facilitators	**Deidre Wunderlich** **Ashley Castle** **Erica Weaston**

Attendees				
	Sheri Ballman	**Lydia Gaddis**	**Renae Lyons****	**Brad Ritchey**
	Michele Baughman	**Carrie Herringshaw****	**Jamie McClary**	**Penny Rucker****
	Toni Brady	**Kirsten Hill****	**Lisa McCullough****	**Deron Schwieterman**
	Michelle Bell	**Robin Hill**	Tom McGee	Ryan Shively **
	Christy Bosch	**Paul Hopkins**	**Marianne Moots**	**Mary Smith**
	Dan Coffman	**Sophia Hubbell**	LuAnn Mulica	**Catherine Wright**
	Elizabeth Davis**	**John Kellogg****	Adam Pittis	
	Diane Fabian	**Tami Kunesh**	**Kim Rhoads****	

** Indicates the work group member is also on the EMIS Advisory Council
Bold names indicate who was present at the meeting.

Agenda Items	Facilitator	Approx. Start Time
Welcome/Roll Call/ Member Introductions	Deidre Wunderlich	9:00
Workgroup Overview	Deidre Wunderlich	9:10
Qualifications and Core Competencies of EMIS Coordinator	Ashley Castle	9:15
Existing Professional Development and Training Opportunities for EMIS Professionals	Deidre Wunderlich/ Erica Weaston	9:45
Break		10:45
Formal Licensing/Certification Process in Ohio	Sophia Hubbell	11:00
Next Steps/Adjournment	Deidre Wunderlich	12:00

*Reminder that the next workgroup meeting is scheduled for **Monday, October 28, 2019, from 1:00-4:00pm.**

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Columbus, Ohio 43215
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Meeting Minutes:

Welcome/ Roll Call:

- The meeting was called to order by Deidre Wunderlich at 9:10 AM.
- The first order of business was roll call and introductions. All members were present except for Michele Bell, LuAnn Mulica, Adam Pittis, and Ryan Shively.
    - Christy Bosch and John Kellogg were late.

Council and Workgroup Overview – Purpose, Charge, Scope:

- The next agenda item was to review the purpose and goals of the Council and workgroup, such that the workgroup will address a subset of issues related to EMIS and will report their recommendations to the EMIS Advisory Council on ways to improve the operation of EMIS. It was explained that ORC 3301.0713 established the EMIS Advisory Council.
- The EMIS Professional Qualifications and Development workgroup specifically will discuss topics related to the qualifications and core competencies of an EMIS Coordinator, existing professional development and training opportunities available to EMIS professionals, and certification and licensure.

Qualifications and Core Competencies of EMIS Coordinator

- The following list began with a group of people from the field during a project some years ago. EMIS staff have added to it since that time based on their understanding of the work required for a district's data to be accurately reported to EMIS. The workgroup was asked to look over the list and determine what was missing, what should be deleted, and prioritize the roles.
    - Differs by district.
    - Liaison between their district and their district's Information Technology Center (ITC).
    - Interpret EMIS reporting requirements for their school district.
    - Ensure the accuracy, completeness, and transfer of district, building, staff, student, course, and financial data to EMIS.
    - Coordinate data collection and verification processes.
    - Adhere to EMIS processing schedules.
    - Communicate EMIS requirements to staff within the district.
    - Transmit files to ODE.
    - Review reports on the Secure Data Center (SDC).
    - Investigate and trouble-shoot various error reports.
    - Correct data and re-submits when necessary.
    - Distribute EMIS reports received from the Department with district staff.
    - Assist district staff with understanding and interpretation of EMIS reports.
    - Interpret data and other statistical information.
    - Monitor and adhere to all state and federal changes to EMIS reporting.
    - Attend EMIS Coordinator meetings, seminars, workshops, conference calls, etc. to maintain accurate knowledge of EMIS requirements as needed.

What is missing?

- Year-round position, not just school-year
- LPDC
- Tracking/Requiring ITC trainings or other trainings
- Background knowledge of SIS
- Training on understanding of SDC – Facilitator of EMIS, but others should access the SDC and be knowledgeable on how to navigate it.

What should be deleted?

- Nothing should be deleted.

Prioritization of roles?

- All items on the list are equally important, however each subgroup of the workgroup repeatedly said the following items:
  - Ensure the accuracy, completeness, and transfer of district, building, staff, student, course, and financial data to EMIS (*Some felt that this was the overall role of an EMIS coordinator and the rest of the items on the list fall under this*)
  - Understand EMIS software/SIS
  - Assist district staff with understanding and interpretation of EMIS reports.
  - Interpret EMIS reporting requirements for their school district.
  - Correct data and re-submits when necessary.
  - Distribute EMIS reports received from the Department with district staff.
  - Transmit files to ODE.
- Other items mentioned:
  - Attend EMIS Coordinator meetings, seminars, workshops, conference calls, etc. to maintain accurate knowledge of EMIS requirements as needed.
  - Communicate EMIS requirements to staff within the district.
  - Investigate and trouble-shoot various error reports.
  - Interpret data and other statistical information.
  - Monitor and adhere to all state and federal changes to EMIS reporting.

- Next, this list on essential skills of an EMIS Coordinator began with a group of people from the field during a project some years ago. EMIS staff have added to it since that time based on the skills required to carry out the role of an EMIS coordinator.

  - Efficient and effective in meeting deadlines.
  - Good organizational skills.
  - Ability to communicate effectively (verbally and in writing).
  - Ability to multitask.

- o Ability to troubleshoot.
- o Ability to work collaboratively with other staff members in the district.
- o Ability to work collaboratively with staff at other districts.
- o Ability to research, plan, and develop special reports.
- o Demonstrate dedication, commitment, honesty, integrity, and good character when reporting data for a district to the Department.

What is missing?

- Ability to work in Excel, CVS, SIS, etc.
- Understanding of database principles and manipulation.

What should be deleted?

- Nothing should be deleted.

Prioritization of roles?

- Each subgroup of the workgroup repeatedly said the following items:

  - o Ability to work collaboratively with other staff members in the district
  - o Ability to troubleshoot.
  - o Demonstrate dedication, commitment, honesty, integrity, and good character when reporting data for a district to the Department.
  - o Ability to communicate effectively (verbally and in writing).
  - o Proficient with excel, all SIS, and ODDEX
  - o Efficient and effective in meeting multiple deadlines.
  - o Excellent organizational skills.

Existing Professional Development and Training Opportunities for EMIS Professionals
- Below is a compiled list of existing professional development and training opportunities for EMIS Professionals. The workgroup was asked to review and answer the discussion questions.

- **ODE ITC EMIS TRAININGS**
  - o These trainings are offered by the EMIS training staff at the ITCs (or facilities arranged by the ITCs). These trainings are intended mainly for EMIS coordinators and include reporting information and change information. In the winter, these sessions are held remotely via Skype and conference call. The schedules for these trainings are available on the EMIS Training webpage.
    - In person at ITCs
    - Via Skype (winter and final sessions)
    - Recorded Skype sessions

- **ODE NEW EMIS COORDINATOR TRAINING**
  - The Department's EMIS training team provides training for new EMIS coordinators (those with three or fewer years' experience with EMIS) in August and in April. These are two distinct trainings that each focus on the basics of reporting. The April training is slightly more advanced than the August training and includes information more relevant to spring and end of year reporting. When these sessions are scheduled, the relevant information is included in the EMIS Newsflashes.

- **EMIS TRAINING VIDEOS**
  - These videos have been created to assist with understanding EMIS, EMIS data, and EMIS reporting. Though the primary intended audience is EMIS coordinators, these videos will also be helpful to district staff at all levels. Be sure to visit the EMIS Videos page often, as more videos are being developed.

- **EMIS ALLIANCE TRAININGS**
  - These trainings are provided by ITC staff for EMIS coordinators. These trainings are developed in concert with EMIS at ODE and are intended to assist districts on a more detailed level than ODE is able to provide. For information about these trainings, contact your ITC.

- **OTHER ODE EMIS PRESENTATIONS**
  - At times, EMIS staff present at other conferences or locations. When available, those presentations are posted on the EMIS Presentations webpage.

- **OAEP AND OEDSA**
  - EMIS staff present on different EMIS reporting topics at conferences. The number and topic of these trainings varies based on requests by the conference organizers.

- **ITC PROVIDED TRAININGS**
  - Though the details differ by location, ITCs generally offer training opportunities to their customer districts.

Discussion Questions

1. Are there any additional training opportunities not currently reflected in the inventory? If so, what are they?

- o Ohio Association of School Business Officials (OASBO)
- o Ohio Association of School Personnel Administrators (OASPA)

- o Ohio Association for Career and Technical Education (OCTA)
- o Ohio School Board Association - Custody training
- o Vendor trainings and user groups

- o A question was raised about district making training a priority. Is there a way that the workgroup can see data on who is attending the trainings? Is attendance at these trainings tracked?

  - o If individuals aren't attending training opportunities, what is the barrier:
    - ▪ Priority level of district administration, timing constraint, wasting timing/confusion added/bad information being reported back.

2. For each training in the inventory

- Who from your district attends? (List by position; if more than one, list all)
  - o Mostly EMIS Coordinators

- What are the strengths?
  - o ODE ITC EMIS Trainings: Detailed handouts that can referenced to later when back at district, material covered is relevant at that time, in-person training is helpful because of Q&A, having presentations recorded is extremely helpful.
  - o New EMIS Coordinator Trainings: Simplified, Could be overwhelming for brand new EMIS coordinator but too much isn't necessarily bad.
  - o EMIS Alliance: Being able to work with district's own data/hands-on experience is very helpful, handouts with notes to recreate the same steps later when you're by yourself, a lot of information trying to cram into 3 hours (maybe reorganize structure), level of user can slow more advanced users down.
    - ▪ Suggestion: Open lab after EMIS Alliance training for those who might have further questions or are struggling.
  - o Other presentations and conferences: Getting information straight from ODE is helpful, ability to ask questions directly/timely is beneficial.
  - o All trainings piggyback on each other so the repetition and planning throughout the year of meetings and conferences is helpful in order to constantly get exposure to training and information.

- What are the areas needing improvement?
  - Cost and travel sometimes hinder attendance.
  - ODE ITC EMIS Trainings: Information is brought a little early. Trainings need to reflect reporting windows of school year.
  - Mentor/mentee program for EMIS coordinators
  - Trainings should be implemented to school administrators in some version
    - Even though some school administrators don't put importance or priority on training, there should be awareness around the ramifications of not making it a priority.
    - New superintendent and treasurer trainings occur through OASBO and BASA.
    - HR/misconduct: Create one-page documents to show importance of understanding data and being reported accurately.
    - If training is relevant to other staff (special education coordinator, curriculum director, etc.), then invite and extend trainings that already exist to them as well.
    - Trainings with treasurer and EMIS coordinators associated with funding/payments and lining it up with district's own financial data.
  - EMIS Alliance: Needs to be MAC compatible.
  - Other trainings and conferences: Having access to PowerPoints beforehand with the ability to print prior, so notes can be taken at the training/conference.
  - Better integration among business office and EMIS.
  - EMIS Manual – Needs to be searchable across the Manual.

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3. For non-EMIS staff: Are you aware of these opportunities for your EMIS Coordinator?

- If yes…
  - Have you sent your EMIS coordinator to these training opportunities on a regular basis? (please say which they attend regularly and which they do not)
    - Most superintendents in the workgroup said they send their EMIS coordinators to trainings.
  - Do you feel the trainings have value?
    - Yes.
    - Smaller districts might have more difficulty with this.
      - How can we improve this across the state?
        - ODE should target districts to invite to trainings if they notice issues in a district and no attendance in trainings.
- If no…
  - Currently, we share information about upcoming trainings via the Newsflash and on our website, how can we better advertise so that superintendents and EMIS coordinators are more aware of these opportunities?
    - One stop calendar of events for all trainings that are recommended/planned and a continuum.
    - Portal for superintendents/administrators to see who is attending trainings.
    - Can ODE invite to trainings based on OEDS role?

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4. We provide trainings via multiple formats: in-person, Skype, conference presentations, and pre-recorded videos.

- Are you aware of all these formats?

- Is there a format we are missing that would work better for you?
  - Self-assessment of course
- Is there a format you think is particularly unhelpful?

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5. Are there critical audiences that impact EMIS reporting that are not covered with existing training opportunities? If yes…

- Would more training for non-EMIS staff ultimately help EMIS coordinators?
  - Yes, maybe integrate the existing training.
  - Introductory course to EMIS for particular roles/audience – guidance counselor, elementary school principals, assistant principals – discipline, superintendent, curriculum director, treasurer, gifted coordinator, etc.
  - Reinforcement and raising awareness, and maybe not required training, because non-EMIS coordinators may not have time or if it isn't a priority, then they may not come to all day or half day training.
  - Data Quality training for superintendent/principal.
- What type/format of trainings should be the focus?
  - What is the motivator to come to trainings? Team approach and accountability to each other instead of each role/position is on their own.

Formal Licensing/Certification Process in Ohio
- Next on the agenda, Sophie Hubbell from the Office of Educator Licensure at ODE presented the process, timeline, cost, and advantages and disadvantages around certification and licensure.
- She explained that the purpose of licensure is to provide quality schools via effective teachers and leaders and safe and nurturing school environments.
- Currently, ODE has 40 types of credentials and over 100 teaching fields and endorsements.
  - Terms range from one year to five years. Some permanent certificates, but no longer issued.
- Many credentials have license tiers/progression.
- There are traditional and alternative pathways to licensure.
- Credentials ODE issues currently based on education levels.
- Costs of credentialing:
  - Fees range from $20-$200
  - Credential costs range from $25-40 per year
- She mapped out the "average" timeline and process of drafting/implementation of rule/licensure, which can be lengthy at times depending on people's interest or level of controversy.

Wrap Up/ Next Steps:

- The next meeting for this workgroup will be Monday, October 28 from 1:00-4:00pm.
- The meeting adjourned at 12:05 PM.