

ODE EMIS MANUAL

Section 2.9: Student Program (GQ) Record



Version 12.2
September 13, 2021

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
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.

Version	Date	Effective	Change #	Description
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.
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	921	Added Student Record Exchange to the Required Reporting Periods section and SRE reporting period to File Layout.

Version	Date	Effective	Change #	Description
		Exchange (X)		
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.

TABLE OF CONTENTS

<i>Revision History</i>	ii
<i>Coming Changes</i>	iv
TABLE OF CONTENTS	v
2.9 STUDENT PROGRAM (GQ) RECORD	3
<i>Required Collections</i>	3
<i>General Guidelines</i>	3
<i>Major Program Code Groupings</i>	3
205xxx Codes for Gifted Intervention Services not provided by Gifted Intervention Specialists.....	3
Academic Extracurricular Programs.....	4
Academic Intervention Programs.....	4
Athletics and Related Programs.....	4
Career-Technical Academic Intracurricular Programs.....	5
Connectivity.....	5
Delivery Model.....	5
Early College High School Program Codes.....	6
Education Option Program Codes.....	6
English Learner Programs.....	6
Extracurricular/Intracurricular Programs.....	6
Gifted Education Services Provided by Gifted Intervention Specialists.....	6
Graduation-Related Seals.....	6
Hardware.....	8
Immigrant Education Program.....	8
Interscholastic Athletics.....	8
Itinerant Services.....	8
Reading Improvement and Monitoring Plan Intervention Programs.....	8
School-Related Services.....	9
Title 1.....	9
Title I – Summer School Subject Areas.....	10
Title I – Supporting Areas.....	10
Work-Based Learning Programs.....	10
Work Experience and Career Exploration Program (WECEP).....	10
Program Code Schedule.....	11
<i>Student Program Data Elements</i>	12
☼ Employee ID Element.....	12
☼ Program Code Element.....	13
☼ Program Enrollment End Date Element.....	13
☼ Program Enrollment Start Date Element.....	13
☼ Program Provider IRN Element.....	14
PROGRAM CODES	15
Educational Options.....	15
Early College High School.....	15
Placement in a Chartered Nonpublic or Private School.....	15
Gifted Education Services NOT Provided by a Gifted Intervention Specialist.....	15
Gifted Education Services Provided by a Gifted Intervention Specialist.....	16
Delivery Model.....	17
Hardware and Connectivity.....	18
<i>Special Education Services</i>	19
Alternative Placement.....	19
<i>Itinerant Services</i>	19
Itinerant Services.....	19

<i>Coordinated Early Intervening Services</i>	19
Coordinated Early Intervening Services	19
<i>Title I</i>	19
Title I Subject Areas	19
Title I Summer School Subject Areas	20
Title I Supporting Areas.....	20
Title I Services.....	21
Title I Students Attending Neglected or Delinquent Institutions	21
<i>English Learner</i>	22
English Learner Program Codes.....	22
Immigrant Education Program.....	23
<i>Career-Technical Education</i>	23
Career-Technical Program Codes.....	23
Work-Based Learning Program Codes.....	24
Career-Technical Academic Intracurricular Program Codes.....	25
<i>Extracurricular/Intracurricular Programs</i>	26
Academic Extracurricular Programs Codes	26
School Related Service Program Codes	27
Athletics and Related Program Codes	28
Interscholastic Athletic Program Codes	28
<i>Graduation-Related Seals</i>	28
Graduation Seal Codes.....	28
Seal of Biliteracy Codes.....	29
<i>Graduation Pathways</i>	30
Graduation Pathway Program Codes.....	30
<i>Intervention Programs</i>	31
Academic Intervention Program Codes.....	31
Reading Improvement and Monitoring Plan Intervention Program Codes	31
<i>Defining a Unique Record</i>	36
2.9 STUDENT PROGRAM (GQ) RECORD FILE LAYOUT	37

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	S Trad			S CS/STEM		Graduate (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 Course Type 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 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 the Ohio Graduation Test), 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.

Connectivity. These program codes indicate whether a student has internet connectivity at their primary residence. For each student, report the level of internet connectivity for doing schoolwork within the student's primary residence.

The level of internet connectivity for a student may change over time; however, these program codes should be reported based on the district's assessment of a student's status at some point during the month of March. This assessment in March can be one-time only; once a district has assessed a student's status, the district does not need to update the status if it changes later in the month. [If the district assesses a student's status in a month other than March, the district may use that information to report these codes instead of doing an additional assessment in March.](#) The district only needs to report one applicable code.

Delivery Model. Some students may not be following the general delivery model in their district or building. Typically, this is a student who enrolls in a completely remote option offered by the district. Usually students who elect this option commit to that delivery model for a specific period of time. This period of time often follows the terms within the school—a semester, a trimester, or a quarter. Some districts may require students to make a full-year commitment to an online option.

Based on the time commitment made by a student, one or more program codes may need to be reported. Any combination of codes that covers the time a student was in remote learning may be reported. For example, if the student initially makes a first semester commitment and that code is reported, and then later makes a commitment for the second semester, the district can report both the first and second semester codes instead of having to remove the first semester code and add the full-year code.

Do not report these codes if the education model for the student's building is already remote and that is the only reason the student is remote; report only if the delivery model for the student is an exception to the building model. Do not report these codes for students who engage in ad-hoc remote learning for short periods of time, such as during an illness or quarantine related to COVID-19.

In addition, some students are receiving additional in-person instruction or services beyond the model reported for their building. These students will have a single program code (700150) reported, even if the services were provided for only part of the year.

Services are often but not always connected to an IEP, English learner, or other specific learning need. Such services would be regularly scheduled and would take place in a school facility at a time that student would not otherwise be expected to be in-person at the school. Do not report this code if the only activities where the student attends extra in-person are for assessment, co-curricular, or extracurricular activities.

Early College High School Program Codes. These program codes are to be used for students who are participating in Ohio Department of Education (ODE) approved Early College High School Programs. The program code should be reported by the district that will issue the student diploma.

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, use one of the course types instead of a program code.

~~**Limited English Proficiency**~~**English Learner Programs.** These programs include [preschool](#), elementary and secondary school programs, ~~including activities at the preschool level, to~~ [that](#) meet the ~~educational~~ [language development](#) needs of ~~children of limited English proficiency~~ [English learners \(20 US Code 7801\)](#). The programs provide structured English language instruction, ~~with respect to the years of study to which the program is applicable, and instruction in the student's native language to the extent necessary to allow a student to achieve competence in English. The instruction must incorporate the cultural heritage of these students and of other children in American society. The instruction must, to the extent necessary, be in all courses or subjects of study that will allow a student to meet grade promotion and graduation standards.~~

Note. For every ~~Limited English Proficient (LEP) student~~ [English learner](#), at least one ~~LEP~~ [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 Course Type Element and the appropriate gifted subject codes in the Subject Code Element on the Staff Course Master 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 ODE 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. These program codes indicate whether a student has hardware access for schoolwork at their primary residence. For each student, report the level of access to computing hardware for doing schoolwork within the student’s 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.

The level of hardware access for a student may change over time; however, these program codes should be reported based on the district’s assessment of a student’s status at some point during the month of March. This assessment in March can be one-time only; once a district has assessed a student’s status, the district does not need to update the status if it changes later in the month. If the district assesses a student’s status in a month other than March, the district may use that information to report these codes instead of doing an additional assessment in March. The district only needs to report one applicable code.

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.

Itinerant Services. The “220100” program code is used for preschool special education state funding. This code is reported for any preschool student who receives preschool itinerant services. 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. In addition, the Employee ID Element is required to be reported with the ID of the staff member providing the itinerant services to that child. Preschool special education funding is dependent upon the Employee ID Element being completed for itinerant services. Courses are to be reported for preschool students who are receiving preschool center-based services.

Reading Improvement and Monitoring Plan Intervention Programs. Reading Improvement and Monitoring Plans (RIMPs) are required for K-3 students identified by the reading diagnostic assessment as not reading at grade level. Districts and community schools are required to report reading improvement interventions/programs provided during the school year in EMIS during the Traditional Districts Midyear and Final Student (S) Collections and the Community/STEM Schools Final Student (S) Collection. Report

one or more interventions for any K-3 student identified as not on track for reading. Only those students on a RIMP implemented within 60 days of the diagnostic results can be reported with the RIMP Intervention Program codes. Students with improvement plans implemented more than 60 days after diagnostic result availability must be reported with other Academic Intervention codes.

Summer interventions associated with a Reading Improvement and Monitoring Plan are reported during the Traditional Districts Midyear and Final Student (S) Collections and the Community/STEM Schools Final Student (S) Collection the following school year.

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

Title I. Title I program codes are to be reported by the sending/resident district for students where Title I 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 School-wide) 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 ODE-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.”

Students should accumulate 250 hours of work-based learning aligned to the program of study, graduation plan 2023, or student success plan, beginning when students are identified as ninth graders. Students may accumulate hours across multiple types of work-based learning experiences.

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	S Traditional			S CS/STEM		Graduate (G)
		Initial	Mid	Final	Initial	Final	
Academic Intervention – Regular School Year	152330		✓	✓		✓	
Academic Intervention – Summer	151490		✓	✓		✓	
Academic Intracurricular Descriptions	410XXX		✓	✓		✓	
Academic/Extracurricular programs and services	405XXX		✓	✓		✓	
Alternative Placement for Students with Disability Conditions	211001		✓	✓		✓	
Athletics and Related Programs/Interscholastic Athletics	420XXX		✓	✓		✓	
Career Technical Programs Note. 305003 Career Assessment is not reported in the Initial Student (S) Collection.	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		✓	✓		✓	✓
Early College High School	120010		✓	✓		✓	
Educational Options	115XXX		✓	✓		✓	
Emergency Immigrant Education Program	240XXX		✓	✓		✓	
Gifted Education Programs	205XXX 206XXX		✓	✓		✓	
<u>Graduation Alternative Competency</u>	<u>5201XX</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
Graduation Pathways	520001, 520002, 520021, 520022		✓	✓		✓	✓
Graduation Seals, Earned	510xxx	<u>✓</u>	✓	✓	<u>✓</u>	✓	✓
Graduation Seals, Plan to Earn	510xxx	<u>✓</u>	✓	✓	<u>✓</u>	✓	
Hardware and Connectivity	7002XX, 7004XX		✓	✓		✓	
Delivery Model	7001XX		✓	✓		✓	
Limited English Proficiency (ESL)	235XXX		✓	✓		✓	
Preschool Itinerant Services	220100	✓	✓	✓	✓	✓	
Reading Improvement and Monitoring Plan Intervention – Regular School Year	152500- 152699 <u>152700-</u> <u>152760</u>		✓	✓		✓	

Student Program Code(s) Categories	Program Series	S Traditional			S CS/STEM		Graduate (G)
		Initial	Mid	Final	Initial	Final	
Reading Improvement and Monitoring Plan Intervention – Summer	151500 151505		✓	✓		✓	
School-Related Service	415XXX		✓	✓		✓	
Seal of Biliiteracy	60XXXX	✓	✓	✓	✓	✓	✓
Title I 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	✓	✓	✓	✓	✓	✓

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 following program codes:

- 305003 Career Assessment program code
- 206xxx Gifted program codes
- 220100 Preschool Itinerant Services program code
- 31xxxx Work-Based Learning program codes

If not reporting one of the above program codes, 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 where dates are required.

Valid Options

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

Reporting Instructions. Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment end date must be reported is the preschool itinerant 220100 program code.

If available in a district’s data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20110132 would cause a Student Program (GQ) Record to fatal) and must be within the current fiscal year (20110701 to 20120630 for FY12).

☀ Program Enrollment Start Date Element

Record Field Number	GQ100
Definition	First day a student is enrolled in a program where dates are required.

Valid Options

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

Reporting Instructions. Only required for program enrollments where timeframe of enrollment is critical to a funding determination or other state or Federal reporting or processing requirement. The only program where a program enrollment start date must be reported is the preschool itinerant 220100 program code.

If available in a district’s data system, enrollment dates may be reported for all students in a program, but any reported dates must be valid dates (i.e., reporting 20110132 would cause a Student Program (GQ) Record to fatal).

Dates from a prior fiscal year may be reported, but districts are not required to research and enter dates for programs that began in prior years. If a program enrollment must now be reported but the program began in a prior year, a default date of July 1 of the current fiscal year may be used. Start dates for a future fiscal year should not be reported, as programs should not be reported prior to the school year they begin.

 **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 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 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 An educational activity involving work by an individual pupil under the direction of a certificated teacher in accordance with board policy.

Early College High School

Program Code	Description
120010	Early College High School The student is enrolled in an ODE approved Early College High School.

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 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 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 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).

Program Code	Description
205062	Regular Classroom with Cluster Grouping 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.
205065	Advanced Placement (AP) Course(s) 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 Services through an International Baccalaureate course. Not all IB courses meet the criteria for gifted services.
205070	College Credit Plus Course(s) 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) 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) 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 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.”
205090	Innovative Services Use this code only if your district has an ODE-approved Innovative Service model. Innovative Services require an application to ODE for review and possible approval per Ohio Administrative Code §3301-51-15.
205095	Services Through a Trained Arts Instructor 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 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.

Program Code	Description
206070	Resource/Pull-Out Room for Gifted Students led by GIS 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 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 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.
206090	Innovative Services Use this code only if your district has an ODE-approved Innovative Service model. Innovative Services require an application to ODE for review and possible approval per Ohio Administrative Code §3301-51-15.

Delivery Model

Program Code	Description
700100	Full-Year Remote Learning: Student has made a full-year commitment to online learning for this school year, regardless of district or building delivery model.
700110	First Semester Remote Learning: Student has made a first semester commitment to online learning for this school year, regardless of district or building delivery model.
700115	Second Semester Remote Learning: Student has made a second semester commitment to online learning for this school year, regardless of district or building delivery model.
700120	First Trimester Remote Learning: Student has made a first trimester commitment to online learning for this school year, regardless of district or building delivery model.
700123	Second Trimester Remote Learning: Student has made a second trimester commitment to online learning for this school year, regardless of district or building delivery model.
700126	Third Trimester Remote Learning: Student has made a third trimester commitment to online learning for this school year, regardless of district or building delivery model.
700130	First Quarter Remote Learning: Student has made a first quarter commitment to online learning for this school year, regardless of district or building delivery model.
700133	Second Quarter Remote Learning: Student has made a second quarter commitment to online learning for this school year, regardless of district or building delivery model.
700135	Third Quarter Remote Learning: Student has made a third quarter commitment to online learning for this school year, regardless of district or building delivery model.
700138	Fourth Quarter Remote Learning: Student has made a fourth quarter commitment to online learning for this school year, regardless of district or building delivery model.

Program Code	Description
700150	Additional In-Person Services: Student is receiving scheduled in-person services at a school facility for at least part of the school year, at times when the student would otherwise be expected to be in a remote learning mode and not at the school facility.

Hardware and Connectivity

Program Code	Description
700201	District Provided Computer: The student’s school or district provides a desktop, laptop, or tablet for the student to use to complete schoolwork at their primary residence.
700212	Student Access to Computer: The student has regular access to a desktop, laptop, or tablet , not provided by the student’s school, for the student to use to complete schoolwork at their primary residence.
700234	Student Access to Smartphone: The student has regular access to a smartphone for the student to use to complete schoolwork at their primary residence.
700245	No Regular Access to Hardware: The student does not have regular access to a desktop, laptop, tablet, or smartphone for the student to use to complete schoolwork at their primary residence.
700299	Unknown Access to Hardware: The student’s access to a desktop, laptop, tablet, or smartphone for the student to use to complete schoolwork at their primary residence is unknown .
700401	District Provided Broadband: The student’s school or district provides internet connectivity primarily through cable, DSL , or some other non-cellular access method for the student to use to complete schoolwork at their primary residence.
700412	Internet Via Broadband: The student has internet connectivity primarily through cable, DSL , or some other non-cellular access method for the student to use to complete schoolwork at their primary residence.
700423	District Provided Hotspot: The student’s school or district provides internet connectivity primarily through cellular hotspot or cell phone for the student to use to complete schoolwork at their primary residence.
700434	Internet Via Hotspot: The student has internet connectivity primarily through cellular hotspot or cell phone for the student to use to complete schoolwork at their primary residence.
700445	No Regular Access to Internet: The student does not have regular internet connectivity for the student to use to complete schoolwork at their primary residence.
700499	Unknown Access to Internet: The student’s internet connectivity for completing schoolwork at their primary residence is unknown .

SPECIAL EDUCATION SERVICES

Alternative Placement

Program Code	Description
211001	<p>Alternative Placement 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.</p>

ITINERANT SERVICES

Itinerant Services

Program Code	Description
220100	<p>Student Receiving Preschool Special Education Itinerant Services Preschool student with disabilities receives special education itinerant services from a preschool special education teacher.</p>

COORDINATED EARLY INTERVENING SERVICES

Coordinated Early Intervening Services

Program Code	Description
221005	<p>Participation in Coordinated Early Intervening Services Student has participated during this school year in Coordinated Early Intervening Services (CEIS) that were funded as a result of mandatory or voluntary redirection of federal special education funding.</p>

TITLE I

Title I Subject Areas

Program Code	Description
231001	<p>Title I Reading A course in which Title I funded supplemental instruction in reading was provided for Title I served students.</p>
231002	<p>Title I Writing A course in which Title I funded supplemental instruction in writing was provided for Title I served students.</p>
231003	<p>Title I Language Arts A course in which Title I funded supplemental instruction in language arts was provided for Title I served students.</p>
231004	<p>Title I English A course in which Title I funded supplemental instruction in English was provided for Title I served students.</p>

Program Code	Description
231005	Title I Mathematics A course in which Title I funded supplemental instruction in mathematics was provided for Title I served students.
231006	Title I Science A course in which Title I funded supplemental instruction in science was provided for Title I served students.
231007	Title I Civics/Government A course in which Title I funded supplemental instruction in civics/government was provided for Title I served students.
231008	Title I History A course in which Title I funded supplemental instruction in history was provided for Title I served students.
231009	Title I Geography A course in which Title I funded supplemental instruction in geography was provided for Title I served students.
231010	Title I Other 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 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 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 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.

Program Code	Description
232004	Transportation 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 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) 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 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 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.
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).

LIMITED ENGLISH PROFICIENCY ENGLISH LEARNER

Limited English Proficiency English Learner Program Codes

Program Code	Description
235014	<p>No Supplemental LEP English Language Instructional Program Not Provided Due to Parental Refusal</p> <p>The LEP English learner student does not participate in any supplemental language instruction educational program designed to meet his or her special English language needs. School districts are required to take affirmative steps to meet the special language needs of LEP students English learners by providing appropriate supplemental effective language instructional educational programs. Consequently, tThis code is to be used only for those LEP students English learners whose parents or caregivers guardians request refuse (in writing) to have their child that their English learner not participate in the district's specially-designed program for LEP students English learners as described in the required parent notification letter of English learner identification.</p>
235015	<p>No Supplemental LEP Language Instructional Program Not Provided by District</p> <p>District may be in violation of Title VI and Elementary and Secondary Education Act (ESEA).</p>
235017	<p>Dual Language Program</p> <p>In this program, also known as two-way immersion, English learners and non-English learners receive instruction in English and a non-English 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.</p>
235019	<p>Content Classes with Integrated ESL Support</p> <p>This approach also is also referred to as Sheltered Instruction Observation Protocol (SIOP), Specially dDesigned aAcademic 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.</p>
235021	<p>Newcomer Programs</p> <p>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 of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).</p>
235023	<p>English as a Second Language (ESL) Program</p> <p>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.</p>
235025	<p>Transitional Bilingual Education (TBE) Program</p> <p>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 L student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.</p>

Program Code	Description
235099	Other Programs Other English Learner programs not covered by the other available EL 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
305003	Career Assessment A comprehensive process whereby a career assessment specialist systematically uses psychological testing, situation assessment, job tryouts, and work samples derived from general work tasks to determine an individual’s potential to succeed in a career-technical program. In addition, an integral part of the process includes review of the individual’s well-being as derived from assessed factors and performances from existing medical, psychological, social, educational, and economic conditions.
305007	Work Experience and Career Exploration Program (WECEP) 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). Additional information can be found at the office of career technical website.
305008	Jobs for Ohio’s Graduates (JOG) JOG is a program operated by state approved local JOG agencies which serves students identified as at risk of not graduating and/or of not making a successful transition from school to work. The program emphasizes career exploration, career development, job attainment, job survival, leadership and self-development, personal skills and basic skills through JOG’s 37 core competencies. Additionally, Individual Career Plan development, study skills and academic intervention are included in the program. To participate in this program, the individuals served must be enrolled in an approved JOG program.
305010	CTE Single Parent Subgroup 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.

Program Code	Description
305012	<p>Internship Completion 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.</p> <p>*This element will count towards the Work-Based and Service Learning experiences in the Career & Post-Secondary Readiness element on the Career-Technical Planning District Report Cards.</p>
305014	<p>Apprenticeship/Pre-apprenticeship 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.</p> <p>*This element will count towards the Work-Based and Service Learning experiences in the Career & Post-Secondary Readiness element on the Career-Technical Planning District Report Cards.</p>
305099	<p>Other Work-Based Learning 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.</p> <p>Please refer to the Work-Based Learning Document on the Department website for more detailed information.</p> <p>*This element will count towards the Work-Based and Service Learning experiences in the Career & Post-Secondary Readiness element on the Career-Technical Planning District Report Cards.</p>

Work-Based Learning Program Codes

Program Code	Description
310040	Work-Based Learning >0 and <40 hrs
310099	Work-Based Learning 40-99 hrs

Program Code	Description
310249	Work-Based Learning 100-249 hrs
310499	Work-Based Learning 250-499 hrs
310500	Work-Based Learning 500+ hrs

Career-Technical Academic Intracurricular Program Codes

Program Code	Description
410001	Business Professionals of America (BPA) 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.
410002	DECA (formerly Distributive Education Clubs of America) 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) 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) 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) 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 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.

Program Code	Description
410007	<p>Future Educators of America (FEA) Educators Rising FEA-Educators Rising is an organization for middle and high school students that provides opportunities to explore teaching as a career option. FEA-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. FEA-Educators Rising provides the following for students:</p> <ul style="list-style-type: none"> • Helps develop leadership qualities • Offers service learning opportunities • Sponsors competitive events and state and national conventions • Can be a catalyst for financial aid
410008	<p>Health Occupations Students of America (HOSA) 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.</p>
410099	<p>Career Technical Student Organization (CTSO) Leadership The student is a current dues paying state and national career technical student organization member who participates as a regional or state officer.</p>
410010	<p>Career Technical Student Organization (CTSO) State Competition Participation The student is a current dues paying state and national career technical student organization member who competed in a competitive competition at or above the state level.</p>

EXTRACURRICULAR/INTRACURRICULAR PROGRAMS

Academic Extracurricular Programs Codes

Program Code	Description
405001	<p>National Honor Society Student activity program with the purpose of recognizing pupils for achievements in academic excellence.</p>
405002	<p>Debate Team/Speech Club Provide activities for those students who are interested in different forms of public address which could include competitions.</p>
405003	<p>Drama Club/Thespians 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.</p>
405004	<p>Foreign Language Clubs 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.</p>
405005	<p>Yearbook Staff Provides opportunities for students who are interested in various aspects of yearbook publication, including copywriting and editing, photography, layout, etc.</p>
405006	<p>School Newspaper Staff Provides opportunities for students who are interested in journalism and newspaper publication, including reporting, copywriting and editing, photography, layout, etc.</p>

Program Code	Description
405007	Music Activities (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 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 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 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 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 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) 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 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 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
510420	Science Graduation Seal Earned
510451	Student Plans To Earn Honors Diploma Graduation Seal
510491	Student Plans To Earn Community Service Graduation Seal

Program Code	Description
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
600250	Japanese
608033	Karen
608034	Kinyarwanda
608006	Korean
608035	Krio
608036	Kurdish

Program Code	Description
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
608045	Persian
600255	Polish
608046	Portuguese
608047	Pushto
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
520001	Student expected to graduate in the Class of 2018 or 2019 has completed additional graduation option 1 (non-CTE focus).

Program Code	Description
520002	Student expected to graduate in the Class of 2018 or 2019 has completed additional graduation option 2 (CTE focus).
520021	Student expected to graduate in the Class of 2020 has completed additional graduation option 1 (non-CTE focus).
520022	Student expected to graduate in the Class of 2020 has completed additional graduation option 2 (CTE focus).
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	Alternative Competency Military Readiness Requirement Met

INTERVENTION PROGRAMS

Academic Intervention Program Codes

Program Code	Description
151490	Student received intervention services during the summer.
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
151500	Summer Reading Programs Any structured summer program that tracks and monitors the progress of the student and is targeted toward the student's reading difficulty. The program provider may be the school or a third party such as a library, community organization, or other provider, but must meet the above criteria.
152500	Extended Learning Time (Each Week) This approach is the lengthening of time for academic learning, including, but not limited to, adding instructional time for: core academic instruction, additional course instruction; additional class time; lengthening the school day or school year.
152505	Guided Reading (Small Group Instruction) Small group work where the teacher supports each reader's development of effective strategies for processing new texts at increasing levels of difficulty. The teacher carefully groups children according to need, selects a book to introduce, and works with individual students as each reads the book in its entirety. Discussion, focused teaching, and optional word work complete the lesson.
152510	Increase Reading Time A substantial increase in the intensity and duration of instruction, designed to accelerate reading development and proficiency. Intervention is generally provided in small group or one-on-one settings and delivered at a pace that is responsive to students' specific instructional needs.

Program Code	Description
152515	<p>Interactive Writing A large or small group context where the teacher and children compose messages and stories to write using a “shared pen” technique that involves children in the writing. During interactive writing, students learn concepts about print (such as spacing), letter-sound relationships, how words work, and the writing process.</p>
152530	<p>One-on-One Tutoring or Mentoring Provides individualized instruction focused on skill-specific deficits and remediation or enrichment in academic skills. It also provides individual academic assistance.</p>
152535	<p>Orton-Gillingham An Orton-Gillingham approach is a multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing; which targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. Teaching steps are: synthetic and analytic presentation, opportunity for practice and teaching to mastery of a structured scope and sequence.</p>
152540	<p>Peer-Assisted Learning Strategies The intentional pairing of higher and lower achieving students in which students exchange the roles of player and coach, resulting in gaining knowledge from each other through practice and reinforcement.</p>
152545	<p>Phonemic Awareness and Phonemic Decoding Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This understanding improves students’ word reading and comprehension and helps them learn to spell. To decode words, learners must recognize the letters in the word, associate each letter with its sound, hold these sounds in sequence in memory, blend these sounds together to determine the word and retrieve the memory of the words. Together, phonemic awareness and phonemic decoding are key foundational skills for beginning readers.</p>
152550	<p>Proactive Intervention Explicit instruction in synthetic phonics with a focus on fluency.</p>
152565	<p>Responsive Intervention Explicit instruction in synthetic phonics with a focus on analogy phonics.</p>
152570	<p>Shared Reading During shared reading, the teacher and children read an enlarged text together as the teacher explicitly demonstrates reading strategies such as word-by-word matching, word-solving, and fluency.</p>
152575	<p>Sight Word Instruction Intervention designed to increase students’ ability to recognize and read individual words with fluency and automaticity. Instruction to improve sight word reading may focus on improving students’ decoding strategies, knowledge of word parts and patterns, the use of analogies, and writing.</p>
152585	<p>Supplemental Instruction in Decoding Skills Early, explicit and systematic instruction in phonics can help strengthen students’ decoding skills. Strategies include: using manipulatives to help teach letter-sound relationships, providing differentiated instruction and helping students understand the purpose of phonics by engaging them in reading and writing activities that requires them to apply the information taught.</p>

Program Code	Description
152595	Other Explicit Instruction of Comprehension Interventions A comprehension intervention is selected based on student’s area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned.
152600	Other Explicit Instruction of Fluency Interventions A fluency intervention is selected based on student’s area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned.
152605	Other Explicit Instruction of Vocabulary Interventions A vocabulary intervention is selected based on student’s area of need and is taught through modeling, guided practice, group practice, and independent application. Growth is monitored to determine impact whereby strategy is continued or abandoned.
152610	Other Language Experience Approach LEA uses the student’s own language and prior experiences to create connected text. The student dictates words/story/text to the teacher who records it exactly as stated, reads it back to student, and student reads it to others.
152699	Other Intervention An intervention included in a student’s Reading Improvement and Monitoring Plan that is not described by any other intervention in the 152500 — 152610 or 151500 program codes.
<u>151505</u>	<u>Summer Structured Literacy Programs 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.</u> <u>*This option is only to be used in addition to interventions offered during the school year. Replaces code 151500 Summer Reading Programs.</u>
<u>152700</u>	<u>Explicit Intervention in Writing – Focus on Foundation Skills / Transcription Explicit instruction in handwriting (manuscript, cursive), keyboarding, and spelling, following a scope and sequence of skills that aligns to the explicit phonics instruction.</u> <u>See page 31 in Ohio’s Plan to Raise Literacy Achievement (Transcription).</u>
<u>152705</u>	<u>Explicit Intervention in Writing – Focus on Composition Skills 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.</u> <u>See page 31 in Ohio’s Plan to Raise Literacy Achievement (Self Regulation and Text Generation)</u>
<u>152710</u>	<u>Explicit Intervention in Phonemic Awareness 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.</u> <u>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</u>

Program Code	Description
	<p>and blending syllables in a word to more advanced skills such as substituting medial vowel sounds.</p> <p>See page 27 in Ohio's Plan to Raise Literacy Achievement.</p>
<p>152715</p>	<p>Explicit Intervention in Sight Word Recognition 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.</p> <p>Sight word recognition instruction should focus on phoneme-grapheme mapping and not rely on practices such as the use of flash cards.</p> <p>See page 27 in Ohio's Plan to Raise Literacy Achievement. Replaces code 152575 Sight Word Instruction.</p>
<p>152720</p>	<p>Explicit Intervention in Decoding Early, explicit, and systematic instruction in phonics can help strengthen students' decoding skills. Phonics instruction should follow a phonics scope and sequence.</p> <p>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 developing phonics skills.</p> <p>See page 27 in Ohio's Plan to Raise Literacy Achievement.</p>
<p>152725</p>	<p>Explicit Intervention in Comprehension 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.</p> <p>Intervention focus should be on a limited number of strategies that are intentional mental actions during reading that improve reading comprehension. They are deliberate efforts by a reader to better understand or remember what is being read and build knowledge. Teach students to question, visualize, monitor/clarify, infer, and summarize.</p> <p>Student knowledge of a subject, background knowledge and academic vocabulary are key contributors to overall comprehension.</p> <p>See page 28 in Ohio's Plan to Raise Literacy Achievement.</p>
<p>152730</p>	<p>Explicit Intervention in Fluency 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, echo reading.</p> <p>See page 28 in Ohio's Plan to Raise Literacy Achievement.</p>

Program Code	Description
152735	<p><u>Explicit Intervention in Vocabulary</u> 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 clusters and connected to texts. In addition, there should be judicious review with multiple exposures of previously taught words.</p> <p>See page 28 in Ohio's Plan to Raise Literacy Achievement.</p>
152740	<p><u>Small Group Scaffolding of Complex Text</u> 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, focus on language structure of complex sentences, teaching cohesive ties, teaching morphology, and decoding of multisyllabic words.</p> <p>See page 33 in Ohio's Plan To Raise Literacy Achievement.</p>
152745	<p><u>Explicit Intervention in Communication/Language</u> 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.</p> <p>See page 24 in the flash card titled “Oral Language” in Ohio's Plan To Raise Literacy Achievement.</p>
152750	<p><u>Multi-Modal Approach to Structured Literacy</u> A multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing; which targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. Teaching steps are the following: synthetic and analytic presentation, opportunity for practice and teaching to mastery of a structured scope and sequence.</p> <p>This intervention strategy is not outlined in Ohio's Plan To Raise Literacy Achievement. Replaces code 152535 Orton-Gillingham.</p>
152755	<p><u>Interventions Designed around Leveled Texts</u> Small group or one to one intervention using leveled texts whereby an instructional reading level is assigned to each student, Remediation is based on reading levels.</p> <p>This intervention strategy is not outlined in Ohio’s Plan to Raise Literacy Achievement.</p>
152760	<p><u>Interventions Designed around the Three Cuing System</u> Small group or one-on-one short-term intervention promoting the use of the Three Cuing System by the student as the primary means to identify words informed by running records.</p> <p>This intervention strategy is not outlined in Ohio’s Plan to Raise Literacy Achievement.</p>

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	PIC 9(8)
GQ010	9-10	Sort Type	PIC X(2)
		Always "GQ"	
	11	Filler	PIC X
GQ020	12-15	Fiscal Year, e.g., 2020 (CCYY)	PIC X(4)
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	PIC X(6)
GQ090	53-58	Program Provider IRN	PIC X(6)
GQ100	59-66	Program Enrollment Start Date CCYYMMDD	PIC 9(8)
GQ110	67-74	Program Enrollment End Date CCYYMMDD	PIC 9(8)