

**EARLY CHILDHOOD STATE FUNDED  
(.TXT\_CCYY?\_STU\_SF\_PUBLIC\_PS)  
(.CSV\_CCYY?\_STU\_ECE\_SF\_PPS)  
REPORT EXPLANATION**

**Education Management Information System (EMIS)**



Revision Date September 25, 2012

**Prepared by  
Office of Data Quality and Governance**

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## Revision History

The revisions to this document listed in the table below.

Revision Date	Owner/Source	Description of Change
December 14, 2006		Created from existing documents, Report Specification
January 19, 2007		Changed reporting period to October from December; Updated Office of Early Childhood to Early Learning and School Readiness; file layouts-removed Weekly Length of Scheduled Instruction, changed student attendance pattern to field length of 2; removed references to Early Childhood Record; changed Public Preschool Grant to Early Childhood Education Grant
September 4, 2007		Updated for 08K
January 25, 2010	Bkm	Deleted program code 180250, added How Received Element, revised for FY10
September 24, 2010	BKM	Revised for FY2011, no substantive changes.
February 16, 2012	BKM	Revised for FY12, no substantive changes.
3/9/12	Bkm	Modified report selection criterion.
September 25, 2012	BKM	Revised for FY13, no substantive changes.

## Report Overview

### *General Description and Significance*

The State Funded Public Preschool Child Count Report serves as a data verification report for the reporting EMIS entity.

In addition, these data are used to determine the state-funded Early Childhood Education Grant (formerly State Funded Public Preschool Grant) head count as of December 1. This is the baseline for the Early Childhood Education Grant allocation the following school year. The Early Childhood Education head count is different from the federal Child Count for students with disabilities.

The purpose of the CSV file is data verification. It allows the districts to verify/validate the Early Childhood Education Grant data submitted for their district/buildings. The CSV file contains all of the Early Childhood data for all students who have a How Received = "E" and, if disabled, subject code "180108". If a district has traditionally used the Early Childhood Education Grant to support the enrollment of typically developing peers in the Preschool Special Education units, those students will be included in the counts for FY2011.

### *Tips for Reading This Document*

- EMIS data elements are written in SMALL CAPITAL LETTERS.
- Report field names are written in **BOLD SMALL CAPITAL LETTERS**.

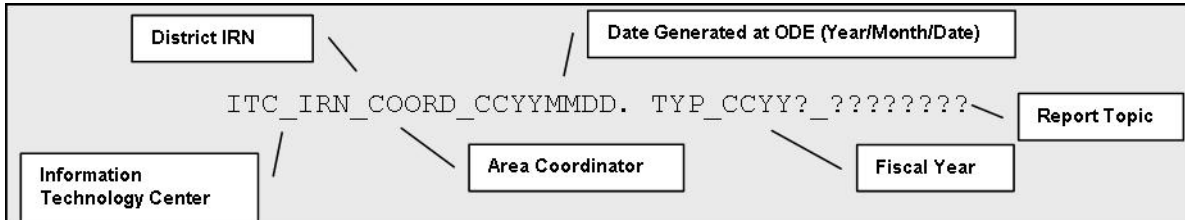
- Options (values) for each data element are indicated in *ITALICIZED CAPITAL LETTERS* and are enclosed in quotation marks.
- Record names are displayed in *italicized bold letters*.
- File names are displayed in **CAPITALIZED BOLD LETTERS**.
- CCYY? denotes the century and year and processing period.

### Report Name and Timing

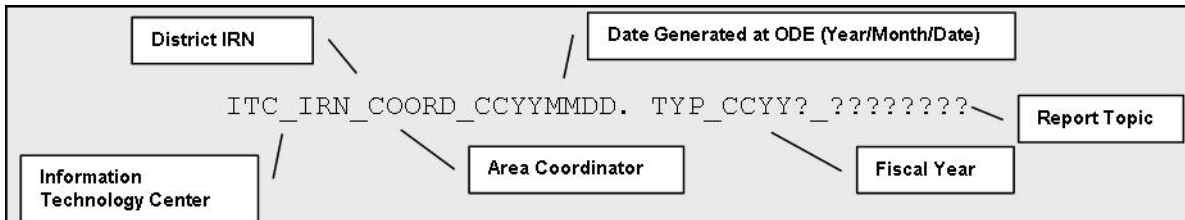
One copy of the .TXT\_CCYYP\_STU\_SF\_PUBLIC\_PS and .CSV\_CCYY?\_STU\_SF\_PUBLIC\_PS report will be provided to each grantee district for distribution through its ITC.

The file names are:

**ITC\_IRN\_COORD\_CCYYMMDD.TXT\_CCYY?\_STU\_SF\_PUBLIC\_PS**; its components are described below. This report is produced during the October (K) reporting period.



**ITC\_IRN\_COORD\_CCYYMMDD.CSV\_CCYY?\_STU\_ECE\_SF\_PPS**; its components are described below. This report is produced during the October (K) reporting period.



## ODE Processing

### Process Description

These reports are generated during the weekly EMIS processing cycle. Much of the data on the reports comes from the district’s data files submitted during the week. Other data, as noted below, comes from the Office of Early Learning and School Readiness or the system process.

## Data Source

The Office of Early Learning and School Readiness creates a file of the districts that receive these grant funds. It drives the program that pulls appropriate student data, basing the process on the IRN in the Early Childhood grant file.

*Student Demographic*, *Student Standing* and *Student Attributes- Effective Date* data are aggregated into the *ASSG* file and stored in the *ADM\_INFO.RMS* file at ODE. Student course information is aggregated into the *ACGR* file which then becomes the *GRS\_COURSE.RMS* file at ODE.

*OEDS* is used for descriptive information about the district.

The *AUDIT* file is used to determine the date on which the data were submitted to ODE.

### Submitted Data Used in Report

Ch 5 Element Name	Rpt Per	Record Name	EMIS column	EMIS table
SATE STUDENT ID	K	Student Standing		
RACIAL/ETHNIC GROUP	K	Student Demographic		
DATE OF BIRTH	K	Student Demographic		
STATE EQUIVALENT GRADE LEVEL	K	Student Attributes - Effective Date		
STUDENT PERCENT OF TIME	K	Student Standing		
DISABILITY CONDITION	K	Student Attributes - Effective Date		
HOW RECEIVED	K	Student Standing		
GENDER	K	Student Demographic		
RESIDENT DISTRICT	K	Student Standing		
HOW RECEIVED	K	Student Standing		
PRESCHOOL POVERTY LEVEL	K	Student Attributes - Effective Date		
EFFECTIVE START DATE	K	Student Standing		
EFFECTIVE END DATE	K	Student Standing		
WITHDRAWAL REASON	K	Student Standing		
ATTENDANCE PATTERN	K	Student Attributes - Effective Date		
ADMISSION DATE	K	Student Standing		
COURSE CODE	K	Student Course		

## Derived Data Used in Report

There are no derived data used in this report but the file created by the Office of Early Learning and School Readiness is a necessary element in the report production.

## Report Selection Criteria

The selection criterion is as follows:

- Students with HOW RECEIVED must = “E”
- Students who have been reported with a Disability Condition and Subject Code = “180108”
- If the STUDENT PERCENT OF TIME = zero, record excluded.
- If the STATE EQUIVALENT GRADE LEVEL = “PS” use the record, otherwise, do not.
- If the ADMISSION DATE is greater than December 1, 2012, record excluded.

If a district has traditionally used the Public Preschool Grant to support the enrollment of typically developing peers in the Preschool Special Education units, those students will be included in the counts for FY2013.

## Report Sample

### *Header Information*

The report/page header information contains helpful identifying information about the report and district itself. Data such as Program Name, Source Name, District IRN and name can be found in the upper left of the header, on each page of the report. The date, page, report period, Information Technology Center and Area Coordinator are in the upper right.

### *Detail Information*

The report is to be organized into the following sections/rows:

- STATE FUNDED PUBLIC PRESCHOOL GRANT “FUNDED NUMBER”
- INCOME ELIGIBLE STUDENTS
- CHILDREN IN A STATE FUNDED PUBLIC PRESCHOOL PROGRAM WITH AN IEP
- OVER INCOME ELIGIBLE STUDENTS
- TOTAL

## Row (I) State Funded Early Childhood Education Grant ‘Funded Number’

The funded number is the number of preschool children for which the entity is allocated funds through the state-funded Early Childhood Education grant. The Office of Early

Learning & School Readiness uses this number to determine the allocation of state grant dollars to the 112 entities in receipt of a state-funded Early Childhood Education Grant. This is line (I) on the report, and the source of this data is the business office.

### **Rows (II – VII) Income Eligible Children**

Income eligible children are those children who fall below 200% of the Federal Poverty Level (FPL). Preschool children with no disability, (a DISABILITY CODE= “\*\*”) AND How Received = “E” are counted in a line of the report, according to POVERTY LEVEL reported. This includes lines (II) through (VII) on the report and lines (XI) and (XII) as well as any lines that summarize these counts.

- (II) Children at or below 100% of the Federal Poverty Level  
Preschool Poverty level reported = A
- (III) Children between 101% - 125% of the Federal Poverty Level  
Preschool Poverty level reported = B
- (IV) Children between 126% -150% of the Federal Poverty Level  
Preschool Poverty level reported = C
- (V) Children between 151%-175% of the Federal Poverty Level  
Preschool Poverty level reported = D
- (VI) Children between 176%-185% of the Federal Poverty Level  
Preschool Poverty level reported = E
- (VII) Children between 186%-200% of the Federal Poverty Level  
Preschool Poverty level reported = F

### **Row (VIII) Total Income Eligible Children**

Includes the following:

Sum of children reported without a disability condition and with the following:

- HOW RECEIVED = “E”
- DISABILITY CONDITION = “\*\*”
- Have a PRESCHOOL POVERTY LEVEL = A, B, C, D, E, or F

Note: This should be a sum of the numbers reported in rows (II) through (VII)

### **Row (IX) Children in State Funded Public Preschool with a disability**

This row (IX) of the report shows the number of children with a Disability Condition who are enrolled in the state-funded Early Childhood Education program. Students are reported with the following:

- HOW RECEIVED = “E”
- COURSE CODE = “180108”
- DISABILITY CONDITION = <>\*\*

### **Row (X) Total of Row (VIII) + Row (IX)**

This is the total number of students, both disabled and those who are income eligible, enrolled in the state-funded Early Childhood Education Program. In order to receive the maximum amount of Early Childhood Education Funding, this number must meet or exceed the Early Childhood Education ‘Funded Number’ found in row (I) at the top of the report.

### **Rows (XI) – (XII) Over Income Children**

This section shows the number of children, without disabilities, reported with preschool poverty options that are above 200% of FPL (Option G in the PRESCHOOL POVERTY LEVEL ELEMENT). It also shows if those number of children where no poverty information was provided.

- (XI) Children above 200% of the Federal Poverty Level  
Student records reported with a “G” in the POVERTY LEVEL option.
- (XII) Information Not Provided  
Student records reported with a “P” in the POVERTY LEVEL option. This option is only applicable for students who are not supported by State Funded Public Preschool Grant dollars.

### **Row (XIII) Total Over Income Children**

This section shows the number of children who are over income and is the sum of lines (XI) and (XII).

### **Row (XIV) Total of Row (X) + Row (XIII)**

This is the total number of students counted in all of the rows of the report.

## **EMIS Reporting Reminders and Tips**

### ***Recipients of this Report***

Only those entities who are receiving state-funded Early Childhood Education Grant funds (as per the CCIP) receive this report. If an entity does not receive these grant funds, this report will not be generated.

### ***Early Childhood Information – Reporting Responsibility***

The Early Childhood information should be reported by the fiscal agent of the state-funded Early Childhood Education grantee (which may or may not be the educating entity). A total of 112 entities are allocated Early Childhood Education state funding through this grant.



# Report Layout/Sample

Sample Report

PROGRAM: EMIS_SF_PUBLIC_PS_CCYY	OHIO DEPARTMENT OF EDUCATION	DATE: MM/DD/CCYY
SOURCE: EARLY_CHILDHOOD_20XXK	EDUCATION MANAGEMENT INFORMATION SYSTEM	PAGE: 1
	OFFICE OF EARLY LEARNING AND SCHOOL READINESS	RPT PERIOD: ?
	EARLY CHILDHOOD EDUCATION CHILD COUNT AS OF DECEMBER 1, CCYY	

DISTRICT: ABC District	DATA ACQUISITION SITE: Western Ohio Computer Organization
IRN: 000000 COUNTY: Hardin	AREA COORDINATOR: 00

34 (I) State Funded Public Preschool Grant 'Funded Number'

INCOME ELIGIBLE CHILDREN:

- 0 (II) Children at or below 100% of Federal Poverty Level
- 0 (III) Children between 101% - 125% of the Federal Poverty Level
- 0 (IV) Children between 126% - 150% of the Federal Poverty Level
- 0 (V) Children between 151% - 175% of the Federal Poverty Level
- 0 (VI) Children between 176% - 185% of the Federal Poverty Level
- 0 (VII) Children between 186% - 200% of the Federal Poverty Level

TOTAL 0 (VIII) Income Eligible Children

0 (IX) Children in State Funded Public Preschool with disability code = "11"

TOTAL 0 (X) Total of Row (VIII) + Row (IX)

OVER INCOME CHILDREN:

- 0 (XI) Children above 200% of the Federal Poverty Level
- 0 (XII) Information Not Provided

TOTAL 0 (XIII) Over Income Children

TOTAL 0 (XIV) Total of Row (X) + Row (XIII)

NOTE: only students with a How Received ="E" are included on this report.

## Report, CSV files

The file content is based upon the filtering criteria:

- .CSV\_CCYYK\_STU\_ECE\_SF\_PPS is a district-specific file of students that have a How Received = “E”
- If a *Disability Condition* has been reported for the student then the “180108” *Subject Code* must also be reported. No other students should be included on this file.

Following is the file layout for both the header and data rows.

### Fields to Display

Early Childhood CSV File [HEADER](#) Row's Field Descriptions:

Header Row Field Titles
DIST_IRN
BLDG_IRN
SSID
POV_LEVEL_CODE
ATTND_PTTRN_CODE
BIRTH_DATE
GENDER
RACE
RES_DIST_IRN
GRADE_CODE
STDNT_TIME_PCT
DISAB_CODE
ADMSN_DATE
WTHD_DATE
SUBMIT_DATE

Early Childhood CSV File [DATA](#) Row's Field Descriptions:

Data Element Name
DISTRICT IRN
BUILDING IRN
STUDENT STATE ID
POVERTY LEVEL CODE
STUDENT ATTENDANCE PATTERN
BIRTH DATE
GENDER
RACIAL/ETHNIC GROUP
RESIDENT DISTRICT
GRADE LEVEL
STUDENT PERCENT OF TIME
DISABILITY CONDITION
ADMISSION DATE
WITHDRAWAL DATE
STUDENT DATA SUBMITTED TO ODE AS OF DATE

## **EMIS Reporting Reminders and Tips**

### **Recipients of this Report**

Only those entities who are receiving state-funded Early Childhood Education Grant funds (as per the CCIP) receive this report. If an entity does not receive these grant funds, this report will not be generated.

Students with How Received = “E” and students reported with a Disability Condition and a Subject Code = “180108” as of December 1, regardless of other conditions, are the ECE Grant students who should be included on .CSV\_CCYY?\_STU\_ECE\_SF\_PPS.

If there are any discrepancies between this report and the district’s information, the district should also verify all fields listed under the ‘Submitted Data Used in Report’ section of this document elements verifying that they have been reported correctly.

If the district has failed to report or not reported correctly such elements, then the district should report elements for these students.

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