

Please Note

This presentation is being provided for informational purposes only.

The information in this presentation may have changed since it was created.

This presentation is not meant to provide detailed reporting instructions and is not a replacement for the EMIS Manual, Report Explanations, or other documentation provided by ODE.

EMIS Focused Training – Preschool



August 2022

The Usual Reminders

- Manual sections posted after this training prevail in a conflict between this presentation and the manual
- Some questions may be deferred to helpdesk
- Hierarchy of support
 - EMIS Manual
 - EMIS Coordinator
 - ITC
 - Helpdesk

Topics

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Data Reporting

Who Is Reported & Who Reports

- All students being educated
 - Includes funded, non-funded, or private pay students
 - Align reporting as close as possible to K-12 reporting
- Students with disabilities must be reported by educating and resident district
- Typical students only required to be reported by educating district
- Students aged 2 and eligible for special education if they will turn 3 by Oct. 31 (23-35)

Minimum Hours Requirements

- Preschool Special Education (PSE)
 - 1 hour per week if served in home or service provider location
 - 360 hours per year if served in any other setting
- Early Childhood Education (ECE) Grant
 - 455 hours per year/12.5 hours per week
 - Hours below 455 must be made up
- No minimum required hours for program not funded by PSE or the ECE grant

<https://education.ohio.gov/Topics/Finance-and-Funding/Finance-Related-Data/Guidance-on-Schedule-Change-from-Days-to-Hours/Requirements-for-Pre-School-Under-the-Switch-from>

What Counts as Instruction Time

Activity	Can Count as Instruction Time*
Nap Time	No
Breakfast	Yes
Lunch	Yes
Recess	Yes
Parent Teacher Conference Time	2.5 hours can be counted twice per year
Professional Development Time	2.5 hours can be included twice per year if the program is closed for professional development for teachers

*Unless specified otherwise in the IEP

Calendar

- Grade Schedule (DL) Record must reflect hours for full school day
 - Include breakfast, lunch, and recess
- Organization – General Information (DN) Record
 - Planned and unplanned days not in session
 - Parent teacher conference and professional development hours
- Create separate calendars for different attendance patterns
 - AM and PM
 - Monday and Wednesday; Tuesday and Thursday

Percent of Time (FS120)

- Funding based on headcount regardless of percent of time
- Reduce percent of time for any student not attending full time

Preschool Program	Full-time Calendar Hours (Potential hours)	Hours Actually Attend (Actual hours)	Percent of Time (Actual hrs ÷ Potential hrs)
Monday/Wednesday; Tuesday/Thursday	5 hours x 4 days = 20 hrs	5 hours x 2 days = 10 hrs	10 ÷ 20 = 50%
Monday-Friday AM/PM	6 hours x 5 days = 30 hrs	3 hours x 5 days = 15 hrs	15 ÷ 30 = 50%
Itinerant	6.5 hours x 5 days = 32.5 hrs	1 hour per week	1 ÷ 32.5 = 3%

- Students attending both an ESC and resident district
 - Percent of Time represents only time spent at each entity

Attendance

- Preschoolers are not of compulsory school age
- Districts should report attendance to the best of their ability
 - School Year Attendance Hours (FS320)
 - School Year Excused Absence Hours (FS330)
 - School Year Unexcused Absence Hours (FS340)
- No truancy requirements

How Received (FS180)

- E: Preschool Early Childhood Education (ECE) Grant
 - Should match count approved for funding
 - Takes precedence over any other option
- H: ESC Providing Instruction and Related Services
 - Not in an ECE program
 - ESC only
- I: Student receiving non-instructional, supplementary, or related services
- Other options as applicable

District Relationship (FS140)

- District implementing non-center-based services may report District Relationship option 1 instead of 2 (23-50)
 - If preschool student receiving services as directed by IEP *and*
 - Not enrolled in public district with Student Percent of Time greater than zero and District Relationship of 1
- District reporting District Relationship option 1 should report Percent of Time (FS120) based on amount of time providing services

Other Student Standing (FS) Elements

- Attending Building IRN (FS160)
 - Should reflect IRN of licensed preschool
 - Exception: if district is ECE grantee with students educated elsewhere, report per district policy
- Tuition Type Element (FS130) cannot be reported for a preschool special education student
 - Use new program code 220300 for special education preschool student paying tuition (23-60)
- Withdrawal Reason (FS100) option 36 to withdraw preschool students for any reason

Preschool Poverty Level (FD120)

Student Situation	Valid Preschool Poverty Level Options
Special Education, ECE funded Income verification not required	A-F J Court ordered protective custody P Parent income information not requested or provided
Typical, ECE funded Income verification required	A-F J Court ordered protective custody (Income verification not required)
Special Education, Not ECE funded Typical, Not ECE funded Income verification not required	A-G J Court ordered protective custody P Parent income information not requested or provided

Other Student Attributes – Effective Date (FD) Elements

- English Learner (EL) Status (FD170) N and Y only valid options for preschool student (23-62)
- Disadvantage (FD110) must be reported if Preschool Poverty Level reported
- Disability Condition (FD130)
 - Option 16 only for preschool students ages 3-5 (23-34)
 - Others as applicable

Student Special Education (GE) Record

- Resident/sending district reports events for students educated by an ESC and JVS
 - ESCs and JVSs do not report
- Educating district and resident/sending district reporting should match
- Least Restrictive Environment (LRE)
 - Outcome ID (GE120) options for preschool: IE51-IE72

Special Education – Preschool Transition Conference (PSTC)

- Reported by resident district and only for students transitioning from Part C to Part B
- Must be completed and IEP implemented by 3rd birthday
 - If not, report appropriate Non-Compliance ID
- If disability suspected, ETR and IEP must be reported
- No disability suspected and no additional evaluation, report as a count with DN attributes
 - STUPSTCBTR: held by 3rd birthday
 - STUPSTCATR: held after 3rd birthday

PSTC – Found to be Ineligible or Services Refused

- Admission date and withdrawal date reported using
 - Date of ETR meeting when student is found to be ineligible *or*
 - Date of birth if ETR meeting before 3rd birthday
- How Received option V – Preschool, Evaluated Only, Not Receiving Special Education Services, Transition from IDEA Part C to Part B
- Report all events – PSTC, RFRL, CNST, and IETR

Preschool to Kindergarten IEP Transition

- Each IEP must have a unique date
 - Only one can be in effect at a time
 - Determined by Outcome Beginning Date (GE140)
- Disability Condition 16 specific to preschool
 - Must update to school-age disability and outcomes upon transition to KG

Student Program (GQ) Codes for Itinerant

- Adds new (23-51)
 - 220205 Preschool Special Education Itinerant Services
 - Examples: school district, ESC, County Board of DD
 - 220210 Preschool Special Education Itinerant Services Received at a Nonpublic School
 - Examples: Head Start, community childcare program, faith-based schools
 - 220215 Preschool Special Education Itinerant Services Received in Another Setting
 - Examples: special school, hospital, home
- Deletes old (23-51)
 - 220100 Student Receiving Preschool Special Education Itinerant Services

Student Discipline (GD) Record

- Required reporting for preschool students by entity where incident occurred
- ESCs are also required to report discipline data for preschool students they are educating
- Additional PS-3 Discipline Reason Detail (GD140)
 - * = students in all other grades except PS-3; discipline type other than expulsion or OSS
 - A = Behavior exemption
 - B = Health and safety exemption
 - N = No exemption

Positive Behavior Intervention Support (PBIS)

- Reported with Organization – General Information (DN) Record attribute PBISIMPSTG during Midyear Student (S) and End of Year Student (S) Collections
- Required reporting for public schools, community schools, STEM districts
- Applies to every building IRN including those that are preschool only

Courses

- Course Master (CN) Record
 - Subject Code (CN050) = 180108
 - Location IRN (CN110) = where the course is being taught; should match IRN on preschool license
 - Student Population (CN340) = identifies course as special or general education
- Student Course (GN) Record

Staff

- All staff required to be reported
- Primary records
 - Staff Demographic (CI)
 - Staff Employment (CK)
 - Staff Course (CU)
- Other
 - Contractor Staff Employment (CJ)

Child Outcome Summary (COS)

- Only for Preschool Special Education students
 - Upon entry
 - No later than 30 days from eligibility determination
 - Within 30 days of exit from special education
- Resident district reports for students in PSE programs
 - Regardless where educated
- Report with Test Day of the Month (FA212) value other than “00” (23-49)
 - Use final date if takes more than one day to complete
- One collection, all year
- Missing report

Early Learning Assessment (ELA)

- Only required for ECE or Preschool Special Education student
 - ECE-funded entity required to report
 - Resident district reports for non-ECE funded students receiving Preschool Special Education services
- Two collections
 - Fall and spring
- Test score expected to match vendor file
- Missing reports

Educational Service Centers

- Clarified reporting guidance in Section 2.1 (23-61)
 - Requirements have not changed
- Majority of Attendance IRN (FN220) should be ESC IRN
- Attending Building IRN (FS160) should be ESC IRN
- ECE funded students are reported by grantee district
 - Example: District A is ECE grantee and contracts with ESC for teachers
 - District A reports students
 - ESC reports staff

Transfer of Funding

- Districts can authorize the transfer of funds to ESCs providing preschool special education to their resident students
- Each entity reports authorization or non-authorization with Organization – General Information (DN) Record attributes
 - TFRPSESCYS: Valid IRN of a traditional district or ESC with a transfer agreement
 - TFRPSESCNO: Valid IRN of a traditional district or ESC if no transfer agreement

Reporting Scenarios

Educated/Served at District B – Special Ed

- How Received E if enrolled in ECE Grant Program
- Foster, court, or non-court placed

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
Resident District	*	*****	3	FC	District B
District B	E, C, D, or J	Resident District	1	NA	*****

- Open enrolled

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
Resident District	*	*****	3	OE	District B
District B	E or 9	Resident District	1	NA	*****

Educated/Served at ESC – Special Ed

- Foster, court, or non-court placed in District B

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
Resident District	*	*****	3	FC	District B
District B	C, D, or J	Resident District	3	ES	ESC
ESC	E or H	District B	1	NA	*****

- Open enrolled to District B

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
Resident District	*	*****	3	OE	District B
District B	9	Resident District	3	ES	ESC
ESC	E or H	District B	1	NA	*****

Educated/Served at BDD – Special Ed

- Resident district only reports

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
Resident District	*	*****	3	MR	BDD

- Other required records
 - Student Special Education (GE) Record
 - Student Assessment (FA) Record

Educated at District B – Typical

- How Received E if enrolled in ECE Grant Program
- Only District B reports
- Foster, court, or non-court placed

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
District B	E, C, D, or J	Resident District	1	NA	*****

- Open enrolled

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
District B	E, or 9	Resident District	1	NA	*****

Educated at ESC – Typical

- Only ESC reports
- 50% ECE, 50% Tuition

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Percent of Time (FS120)	Sent Reason (FS200)	Sent To IRN (FS210)	Tuition Type (FS130)
ESC	E	Resident District	1	50	NA	*****	N

- Tuition, full time

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Percent of Time (FS120)	Sent Reason (FS200)	Sent To IRN (FS210)	Tuition Type (FS130)
ESC	H	Resident District	1	100	NA	*****	D

Itinerant at ESC

- Services provided for 1 hour per week
- Full time calendar: 6.5 hours x 5 days = 32.5 hrs
- Percent of time: $1 \div 32.5 = 3\%$

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Percent of Time (FS120)	Sent Reason (FS200)	Sent To IRN (FS210)	Program Code (GQ060)
Resident District	*	*****	3	0	ES	ESC	NA
ESC	H	Resident District	1	3	NA	*****	220205

Itinerant at Nonpublic

- Services provided by resident district

Who Reports?	How Rcvd (FS180)	How Rcvd IRN (FS190)	Dist Rel (FS140)	Pct of Time (FS120)	Sent Reason (FS200)	Sent To IRN (FS210)	Sent To Pct of Time (FS220)	Program Code (GQ060)
Res Dist	*	*****	1	0	NP	Nonpub or 9s	3	220210

- Services provided by ESC

Who Reports?	How Rcvd (FS180)	How Rcvd IRN (FS190)	Dist Rel (FS140)	Pct of Time (FS120)	Sent Reason (FS200)	Sent To IRN (FS210)	Sent To Pct of Time (FS220)	Program Code (GQ060)
Res Dist	*	*****	3	0	ES	ESC	0	NA
ESC	H	Res Dist	1	0	NP	Nonpub or 9s	3	220210

Itinerant at Other Setting

- Services provided by resident district
- Example settings include special school, hospital, and home
 - Not a nonpublic entity

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Percent of Time (FS120)	Sent Reason (FS200)	Sent To IRN (FS210)	Program Code (GQ060)
Resident District	*	*****	1	3	**	*****	220215

ODE-licensed Program at JVS

- Special education

- Student Special Education (GE) Records reported by the resident district

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
Resident District	*	*****	3	JV	JVS
JVS	*, E	Resident District	1	NA	*****

- Typical

Who Reports?	How Received (FS180)	How Received IRN (FS190)	District Relationship (FS140)	Sent Reason (FS200)	Sent To IRN (FS210)
JVS	*, E	*****	1	NA	*****

Evaluated, Ineligible

- Transitioning from IDEA Part C to Part B
 - Not enrolled for instruction
- Evaluation Team Report Date = 6/27/2022
 - Outcome ID = ETNE, not eligible for services

Who Reports?	How Received (FS180)	Admission Date (FS070)	District Relationship (FS140)	Percent of Time (FS120)	Effective Start Date (FS060)	Effective End Date (FS090)	Withdrawal Reason (FS100)
Resident District	V	6/27/2022	2	0	6/27/2022	6/27/2022	36

- Report all Special Education (GE) Records

Reports

Level 2 Reports in Data Collector

- Federal Child Count (FCC)
 - Available in Beginning of Year and SOES Beginning of Year Student (S) Collections
- FTE Detail and FTE Adjustments
 - Available in all regular student collections
- Preschool students included

Federal Child Count (FCC)

- Identifies students meeting inclusion criteria
- Enrolled on Oct. 31
 - Effective Start Date (FS060) and End Date (FS090)
- Disability Condition (FD130) in effect as of Oct. 31
- Between the ages of 3 and 21 as of Oct. 31
 - Date of Birth (GI070)
- IEP in effect on Oct. 31
 - Outcome Beginning Date (GE140) and End Date (GE150)
 - FY22 End of Year and FY23 Beginning of Year Student Collections

FTE

- Preschool special education funding based on headcount
- Preschool students without a disability are not funded
- Verify
 - Adjusted FTE
 - Student percent of time
 - Disability not funded adjustment
 - FTE fund pattern
 - Calendar columns

Preschool Gen Issues

- Various reports for student, staff and course, and assessment data sets
- Review reports and the report explanation
- Both provide information on
 - Which data to check
 - Which data set involved
 - Who to contact with questions
- Do ***not*** include student identifiable information in communications

ODDEX

Where to Find Preschool Info in ODDEX

- Included in
 - SCR
 - Records Single Student
 - Assessments
 - Special Education
- Not included in
 - SCR conflicts when reported with the correct admission reason
 - Tuition

Questions?



Resources

Training Evaluation

Available through Sep. 6

Your evaluations of our trainings are now being collected via an online form. This will give us access to better, more immediate feedback and statistics about these trainings, which will allow us to be even more responsive to your input. This will also be easier for you as you will no longer have to email anything to us.

After completing the evaluation and clicking submit, you will see a message thanking you for your feedback and acknowledging your attendance at a training. If this is information you need, be sure to capture or print the page and retain it for your records. Once the evaluation period for the session ends (2 weeks after the final session), you will no longer be able to submit a response or receive an attendance acknowledgement. *Note that this is the only way to receive this acknowledgement. We will no longer be emailing this information to participants.*

<https://education.ohio.gov/Topics/Data/EMIS/Resources-for-EMIS-Professionals/EMIS-Focused-Training>

EMIS Focused Training Webpage

- A copy of the handout will be posted
- A recorded version of this presentation will be posted
- The Q and A, questions asked during the sessions, will be posted
- Future training opportunities will be announced

<https://education.ohio.gov/Topics/Data/EMIS/Resources-for-EMIS-Professionals/EMIS-Focused-Training>

EMIS Manual, 1

- 2.4 Student Standing (FS) Record
- 2.5 Student Attributes – Effective Date (FD) Record
- 2.6 Student Attributes – No Date (FN) Record
- 2.8 Student Assessment (FA) Record
- 2.9 Student Program (GQ) Record
- 2.11 Student Discipline (GD) Record
- 2.13 Student Special Education (GE) Record

EMIS Manual, 2

- 3.3 Staff Demographic (CI) Record
- 3.4 Staff Employment (CK) Record
- 3.5 Contractor Staff Employment (CJ) Record
- 4.2 Course Master (CN) Record
- 4.3 Staff Course (CU) Record
- 4.4 Student Course (GN) Record
- 4.7 Subject Codes
- 5.2 Grade Schedule (DL) Record
- 5.3 Organization – General Info (DN) Record

Report Explanations

- Federal Child Count
- FTE

(GNIS-xxx) General Issues

- Level 2 reports generated by business offices on student, staff/course, assessment, and financial data
- Announced via Release Notes
 - <http://education.ohio.gov/Topics/Data/EMIS/Technical-Documentation/EMIS-Release-Notes>
- For assistance, contact data manager on report and in report explanation
 - <https://education.ohio.gov/Topics/Data/EMIS/EMIS-Documentation/FY16-EMIS-Validation-and-Report-Explanation-Docume>
- Do ***not*** include student identifiable information in communications

Business Office Information

- Office of Early Learning
 - Webpage: <https://education.ohio.gov/Topics/Early-Learning>
 - Email: ELSR@education.ohio.gov
- Preschool Special Education
 - Webpage: <https://education.ohio.gov/Topics/Early-Learning/Preschool-Special-Education>
 - Email: preschoolspecialeducation@education.ohio.gov

Other

- Minimum Hours Requirements
 - <https://education.ohio.gov/Topics/Finance-and-Funding/Finance-Related-Data/Guidance-on-Schedule-Change-from-Days-to-Hours/Requirements-for-Pre-School-Under-the-Switch-from>
- Early Childhood Education Grant Manual
 - <https://education.ohio.gov/Topics/Early-Learning/Early-Childhood-Education-Grant/Early-Childhood-Education-Grants-for-Administrator>
- ODDEX Help
 - <https://wiki.ssdt-ohio.org/pages/viewpage.action?pageId=21135503>
- Preschool Licensing
 - <https://education.ohio.gov/Topics/Early-Learning/Preschool-Licensing>

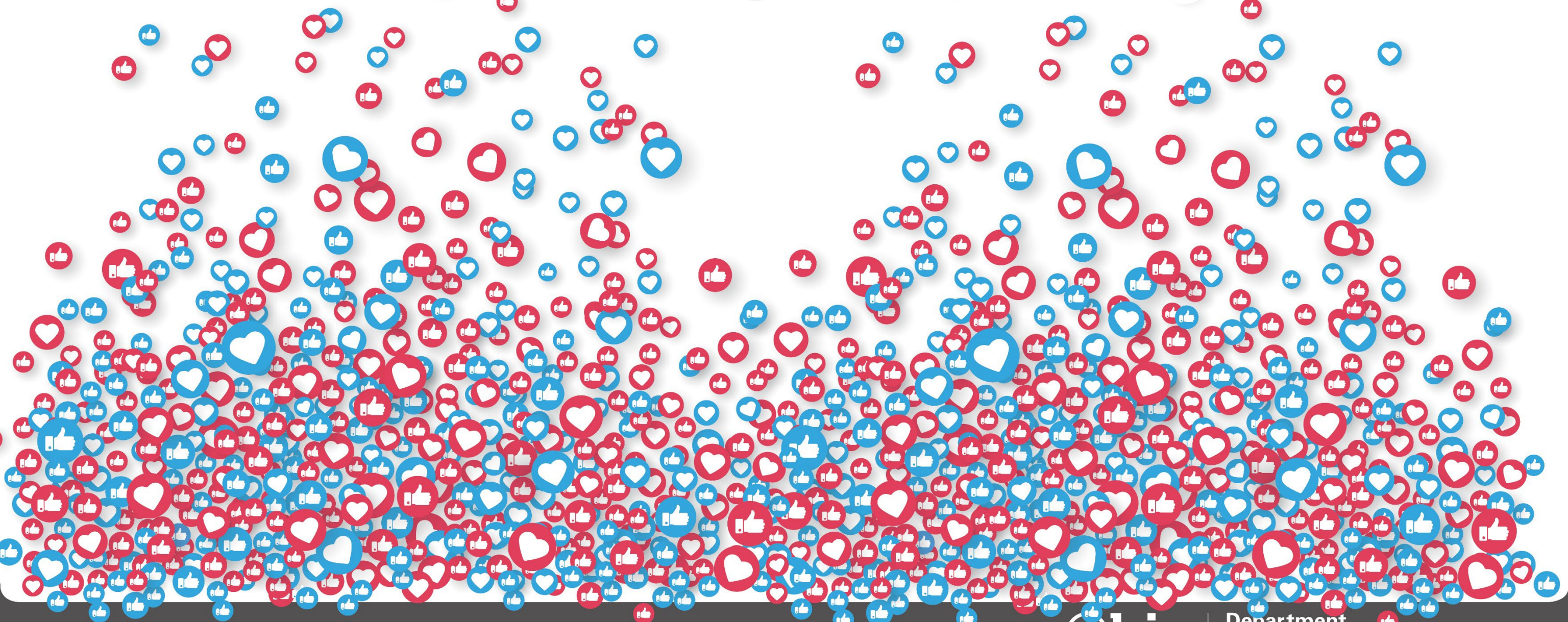
Office of Data Quality

- EMIS Data Appeals
 - <http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/Data-Appeals>
- EMIS Data Review & Verification
 - <http://education.ohio.gov/Topics/Data/EMIS/Reporting-Responsibilities/EMIS-Data-Review-Verification>
- Contact information
 - dataquality@education.ohio.gov
 - (614) 466-7144



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