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

• Data Reporting, 4
• Reporting Scenarios, 29
• Reports, 40
• ODDEX, 45
• Resources, 48
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

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

*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

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

- 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)

<table>
<thead>
<tr>
<th>Student Situation</th>
<th>Valid Preschool Poverty Level Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Education, ECE funded</strong></td>
<td>A-F</td>
</tr>
<tr>
<td>Income verification not required</td>
<td>J Court ordered protective custody</td>
</tr>
<tr>
<td></td>
<td>P Parent income information not requested or provided</td>
</tr>
<tr>
<td><strong>Typical, ECE funded</strong></td>
<td>A-F</td>
</tr>
<tr>
<td>Income verification required</td>
<td>J Court ordered protective custody (Income verification not required)</td>
</tr>
<tr>
<td><strong>Special Education, Not ECE funded</strong></td>
<td>A-G</td>
</tr>
<tr>
<td><strong>Typical, Not ECE funded</strong></td>
<td></td>
</tr>
<tr>
<td>Income verification not required</td>
<td>J Court ordered protective custody</td>
</tr>
<tr>
<td></td>
<td>P Parent income information not requested or provided</td>
</tr>
</tbody>
</table>
Other Student Attributes – Effective Date (FD) Elements

• English Learner (EL) Status (FD170) N and Y only valid options for preschool student (23-62)

• Disadvantagement (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

<table>
<thead>
<tr>
<th>Who Reports?</th>
<th>How Received (FS180)</th>
<th>How Received IRN (FS190)</th>
<th>District Relationship (FS140)</th>
<th>Sent Reason (FS200)</th>
<th>Sent To IRN (FS210)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident District</td>
<td>*</td>
<td>*****</td>
<td>3</td>
<td>FC</td>
<td>District B</td>
</tr>
<tr>
<td>District B</td>
<td>E, C, D, or J</td>
<td>Resident District</td>
<td>1</td>
<td>NA</td>
<td>*****</td>
</tr>
</tbody>
</table>

- Open enrolled

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<td>*</td>
<td>*****</td>
<td>3</td>
<td>OE</td>
<td>District B</td>
</tr>
<tr>
<td>District B</td>
<td>E or 9</td>
<td>Resident District</td>
<td>1</td>
<td>NA</td>
<td>*****</td>
</tr>
</tbody>
</table>
## Educated/Served at ESC – Special Ed

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

<table>
<thead>
<tr>
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<td>FC</td>
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</tr>
<tr>
<td>District B</td>
<td>C, D, or J</td>
<td>Resident District</td>
<td>3</td>
<td>ES</td>
<td>ESC</td>
</tr>
<tr>
<td>ESC</td>
<td>E or H</td>
<td>District B</td>
<td>1</td>
<td>NA</td>
<td>*****</td>
</tr>
</tbody>
</table>

### Open enrolled to District B

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<td>OE</td>
<td>District B</td>
</tr>
<tr>
<td>District B</td>
<td>9</td>
<td>Resident District</td>
<td>3</td>
<td>ES</td>
<td>ESC</td>
</tr>
<tr>
<td>ESC</td>
<td>E or H</td>
<td>District B</td>
<td>1</td>
<td>NA</td>
<td>*****</td>
</tr>
</tbody>
</table>
Educated/Served at BDD – Special Ed

• Resident district only reports

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Resident District</td>
<td>*</td>
<td>******</td>
<td>3</td>
<td>MR</td>
<td>BDD</td>
</tr>
</tbody>
</table>

• 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

<table>
<thead>
<tr>
<th>Who Reports?</th>
<th>How Received (FS180)</th>
<th>How Received IRN (FS190)</th>
<th>District Relationship (FS140)</th>
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</tr>
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<tbody>
<tr>
<td>District B</td>
<td>E, C, D, or J</td>
<td>Resident District</td>
<td>1</td>
<td>NA</td>
<td>******</td>
</tr>
</tbody>
</table>

• Open enrolled

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>District B</td>
<td>E, or 9</td>
<td>Resident District</td>
<td>1</td>
<td>NA</td>
<td>******</td>
</tr>
</tbody>
</table>
Educated at ESC – Typical

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

### Tuition, full time

<table>
<thead>
<tr>
<th>Who Reports?</th>
<th>How Received (FS180)</th>
<th>How Received IRN (FS190)</th>
<th>District Relationship (FS140)</th>
<th>Percent of Time (FS120)</th>
<th>Sent Reason (FS200)</th>
<th>Sent To IRN (FS210)</th>
<th>Tuition Type (FS130)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC</td>
<td>H</td>
<td>Resident District</td>
<td>1</td>
<td>100</td>
<td>NA</td>
<td>******</td>
<td>D</td>
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</table>

### ESC

<table>
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<tr>
<th>Who Reports?</th>
<th>How Received (FS180)</th>
<th>How Received IRN (FS190)</th>
<th>District Relationship (FS140)</th>
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<th>Sent Reason (FS200)</th>
<th>Sent To IRN (FS210)</th>
<th>Tuition Type (FS130)</th>
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</thead>
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<td>ESC</td>
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<td>Resident District</td>
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<td>50</td>
<td>NA</td>
<td>******</td>
<td>N</td>
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</tbody>
</table>
**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: $1 ÷ 32.5 = 3\%$

<table>
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<tr>
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<th>How Received IRN (FS190)</th>
<th>District Relationship (FS140)</th>
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<th>Sent Reason (FS200)</th>
<th>Sent To IRN (FS210)</th>
<th>Program Code (GQ060)</th>
</tr>
</thead>
<tbody>
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<td>Resident District</td>
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<td>*****</td>
<td>3</td>
<td>0</td>
<td>ES</td>
<td>ESC</td>
<td>NA</td>
</tr>
<tr>
<td>ESC</td>
<td>H</td>
<td>Resident District</td>
<td>1</td>
<td>3</td>
<td>NA</td>
<td>*****</td>
<td>220205</td>
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</tbody>
</table>
Itinerant at Nonpublic

• Services provided by resident district

<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Res Dist</td>
<td>*</td>
<td>*****</td>
<td>1</td>
<td>0</td>
<td>NP</td>
<td>Nonpub or 9s</td>
<td>3</td>
<td>220210</td>
</tr>
</tbody>
</table>

• Services provided by ESC

<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>*****</td>
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<td>0</td>
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<td>ESC</td>
<td>0</td>
<td>NA</td>
</tr>
<tr>
<td>ESC</td>
<td>H Res Dist</td>
<td>1</td>
<td>0</td>
<td>NP</td>
<td>Nonpub or 9s</td>
<td>3</td>
<td>220210</td>
<td></td>
</tr>
</tbody>
</table>
Itinerant at Other Setting

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

<table>
<thead>
<tr>
<th>Who Reports?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Resident District</td>
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<td>*****</td>
<td>1</td>
<td>3</td>
<td>**</td>
<td>*****</td>
<td>220215</td>
</tr>
</tbody>
</table>
ODE-licensed Program at JVS

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

<table>
<thead>
<tr>
<th>Who Reports?</th>
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<tr>
<td>Resident District</td>
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<td>*****</td>
<td>3</td>
<td>JV</td>
<td>JVS</td>
</tr>
<tr>
<td>JVS</td>
<td>*, E</td>
<td>Resident District</td>
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<td>NA</td>
<td>*****</td>
</tr>
</tbody>
</table>

- Typical

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</tr>
</thead>
<tbody>
<tr>
<td>JVS</td>
<td>*, E</td>
<td>*****</td>
<td>1</td>
<td>NA</td>
<td>*****</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Who Reports?</th>
<th>How Received (FS180)</th>
<th>Admission Date (FS070)</th>
<th>District Relationship (FS140)</th>
<th>Percent of Time (FS120)</th>
<th>Effective Start Date (FS060)</th>
<th>Effective End Date (FS090)</th>
<th>Withdrawal Reason (FS100)</th>
</tr>
</thead>
</table>

- 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

• For assistance, contact data manager on report and in report explanation

• 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

• Preschool Licensing
  - https://education.ohio.gov/Topics/Early-Learning/Preschool-Licensing
Office of Data Quality

• EMIS Data Appeals

• EMIS Data Review & Verification

• Contact information
  – dataquality@education.ohio.gov
  – (614) 466-7144