EMIS Preschool Reporting

OAEP Spring Conference

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April 26, 2010
Overview

• K-12 vs. Preschool reporting
• Preschool How Received reasons
• Valid combinations
• Test Reporting
• Transition to K-12
  – Change in district
  – Special Ed Event reporting
• Contracting and Preschool
• Preschool Funding- ECE and Units
K-12 vs. Preschool reporting

• For K-12, key issues are
  – District of Residence
  – How, under law, did student come to be at district other than Resident?
  – How does money move to Educating?
  – Local Report Card- who counts where?

• For Preschool, key issues are
  – What program brings student to district?
  – Instruction or just services?
Preschool How Received

• One set of codes reflect the funding source for instructional programs
• A second set of codes are used for students who are only receiving services
• A final code for students reported by the resident district who receive neither instruction nor services
Grant Funded Programs

• Can only be in one of these programs, as all are full time
  – E: Early Childhood Education (ECE)
  – G: Federal Head Start

• Students from different programs may be in same classroom

• Students may be typically developing peers in PSSE unit

• District of Residence is irrelevant
N: Instruction via Other Funding

• By definition, not in E or G
• Could be a variety of funding sources
  – Students with disabilities in PSSE unit
  – Typically developing peers in PSSE unit if not also in specific grant count (E or G)
  – Parent tuition
  – Local grant/other funding
Services Only

- **I**: Non-instructional, supplementary or related services
- **6**: In-state Student Attending Nonpublic School
- **V**: Preschool, Evaluated Only, Found Ineligible
  - Referred for special ed, ETR shows no disability
  - Always reported by DOR, even if ESC does
Neither Instruction nor Services

• *: only used by DOR for preschool if required to report for legal/accountability reasons
• Usually for SWD who receives all services elsewhere, such as
  – District places at ESC, MRDD, OSB/D, etc.
  – Foster placed into another district
  – Autism Scholarship Program student
• Report appropriate Sent Reason
District Relationship

- Basic relationship between district and student
- Answers these questions:
  - Does district provide instruction?
  - Does district provide services?
  - Does district provide neither?
Valid combinations

- FY09 changes and other rules related to preschool reporting limit combinations of codes that can be valid
- See chart in Appendix Y- included on following slides
## Valid combinations

<table>
<thead>
<tr>
<th>District Relationship Element (FS140)</th>
<th>Entity Type</th>
<th>Instructional Program</th>
<th>How Received Element (FS300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Any</td>
<td>Preschool Early Childhood Education (ECE)</td>
<td>E</td>
</tr>
<tr>
<td>(The student is receiving instruction, in whole or in part, from the reporting district)</td>
<td></td>
<td>Preschool Federal Head Start (HS)</td>
<td>G</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preschool Instruction via Other Funding</td>
<td>N</td>
</tr>
</tbody>
</table>
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<th>How Received Element (FS300)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESC, OSD, OSB</td>
<td>N/A</td>
<td>I (non-instructional, supplementary or related services)</td>
<td></td>
</tr>
<tr>
<td>Traditional District</td>
<td>N/A</td>
<td>I (non-instructional, supplementary or related services)</td>
<td></td>
</tr>
<tr>
<td><strong>2</strong> (The student is receiving services but no instruction from the reporting district)</td>
<td></td>
<td>6 (In-state Student Attending Nonpublic School)</td>
<td></td>
</tr>
<tr>
<td><strong>V</strong> (Preschool, Evaluated Only, Found Ineligible)</td>
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<td>6 (In-state Student Attending Nonpublic School)</td>
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<tr>
<td>3</td>
<td>Traditional District</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>(The student is receiving neither services nor instruction from the reporting district but the reporting district has an obligation to submit data on the student in EMIS)</td>
<td></td>
<td>N/A</td>
<td>(Not Applicable)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Report Appropriate Sent Reason</td>
</tr>
</tbody>
</table>
Missing Test Reports

• ASQ/SE, GGG, ECO
• Complex criteria- see manual, report exp.
• Adding course without test…
• Coordinate who is giving and reporting results for students served by multiple entities
• If 2 provide same level of contact and no one reports test, DOR is responsible
Transition to K-12

• Preschool students often change reporting entities between PS and KG
  – If not reporting next year, recommend withdrawal in yearend
  – If not, will have to report as a summer w/d
• If final IEP for PS will cover KG, be sure to report that way in PS Yearend (dates)
• Cannot have 16 disability in KG
• If will not be special ed in KG, exit when ETR done that determines this (ETEX and update FD record) even if staying in services rest of spring
Contracting and Preschool

• Contracting works differently for PS…
• In general, entity getting money reports students and courses (may be ESC)
• Some reporting of CJ records for staff, but not as common
• Contracting not allowed for PSSE teacher units, but OK for other units
• See Appendix A and ask if not sure…
ECE funded Number

- Students reported with E How Received
- If no disability identified, then must meet income eligibility
- ELSR checks closely to make sure enroll at least as many students as grant funded number
- If not enough students, can impact funding and student allocation for current or future year
PSSE Unit Funding

• Complex funding system - staff, course, student, special ed event, and program code reporting must align
• Plan to re-do report for 11K reporting, including a new SSID-level report
• With new report, some rules will be refined – stay tuned for more, and review report explanation in 11K.
Q & A