



How to Open an Entity in the Educational Entity Master

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When a new school building or program needs to be created, an Educational Entity Master authorized user may submit a request to add a new entity. Whenever a new building or program is opened in the EEM, the Center for Educational Performance and Information issues an entity code to it. CEPI maintains entity codes for every educational entity in the State of Michigan. Entity codes and EEM data are the foundation of all educational data reporting in the SOM. Entity codes are only issued if the new entity meets federal requirements. Entity codes are not tied to brick-and-mortar locations; rather, they are unique to the student population served by an entity.

The purpose of this guide is to instruct LEA, PSA, ISD and ONSR users on when and how to open an entity in the EEM and request a new entity code.

Who can request new entity codes?

Only entity authorized users with edit permissions can open new entities in the EEM. Users must submit a [CEPI Security Agreement](#), signed by your lead administrator, to access the application. To find out who the entity authorized users are for your district, school or institution, please contact CEPI Customer Support at cepi@michigan.gov.

If you are a non-profit provider (such as a daycare) seeking an entity code to receive funds from NexSys, please complete the [Other Non-School Recipient Form](#) in the EEM and the [ONSR Security Agreement](#).

If you are PSA or nonpublic school, MDE adds new schools to EEM on your behalf. PSA users should the Public School Academies Unit (MDEPSAGrant@michigan.gov) and nonpublic users should contact the Nonpublic Schools Unit (nonpublicschools@michigan.gov) to add a new entity to the EEM.

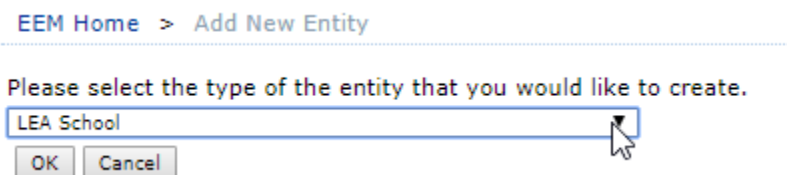
How do I open a new entity in the EEM and request an entity code?

Requests to open a new entity are sent through the EEM. As an entity authorized user logged into EEM through [MiLogin for Business](#), start from the EEM home page.

1. Select "Add New Entity" under the "My Entities..." drop-down menu.



2. Select the appropriate entity type from the drop-down menu.



To select the correct entity type, please refer to the [EEM Definitions](#) or the following examples:

- I. If the new entity does not issue diplomas or test its students but does offer supplemental learning opportunities (such as CTE courses), it is likely a **Unique Education Provider**.
- II. If the new entity offers pre-kindergarten or adult education services, it is likely a **Unique Education Provider**.
- III. If the new entity issues diplomas, provides state assessments and maintains student records (e.g., CA60), it is likely a **School**.
- IV. If the new entity does not provide instruction but provides other services (such as bus garage, sports/recreation, plant/maintenance facility), it is likely a **Non-Instructional Ancillary Facility**.


For assistance choosing an entity type, please contact CEPI Customer Support at cepi@michigan.gov.



Once an entity type is chosen, the "Add New Entity" form will open.




- I. Required fields are denoted by a red asterisk.
- II. Click the question mark (🔍) next to any characteristic to learn more about it.
- III. EEM data are viewable by the public. Please double-check all entries for accuracy.




3. Complete the directory fields at the top of the form, such as "Official Name of Entity," "County" and "Email Address."





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 * = Required




*Official Name of Entity 



Entity Code  LEA District 
 Select Entity Code ▼ ()



Ownership  REMC Code  Agreement Number 
 Select Ownership ▼



*County (Code)  ISD District  Magnet School 
 Select County ▼ Select Magnet ▼


FIPS code  NCES School Code  FEIN  Locale Code 
 Select Locale ▼


*Email Address  Phone:  Fax: 
 - -


[Grades](#)  [Educational Setting](#) 


*Grades Authorized (Summary) 
 *Grades Actual (Summary) 


*Educational Settings Authorized (Summary) 
 *Educational Settings Actual (Summary) 


*School Emphasis 
 General Education
 Vocational/CTE
 Special Education


*Alternative Education Programs for Suspended/Expelled Students 
 The school/Unique Education Provider does not provide alternative education programs to suspended and/or expelled students.
 The school/Unique Education Provider provides...


Class Schedule 
 Full school year
 Semester
 Trimester

Early Childhood Program Participation 
 Ages 0-3 Secondary Prevention
 Child Care

Shared Time Status 

Early Childhood Program Participation (Summary) 


Migrant Education Program 


Career and Technical Education 

4. Select the appropriate grade, education and school settings. Click "Grades" and "Educational Setting" to open the forms to complete these required fields.
 - I. The "Grade" and "Education Setting" buttons include two columns for making selections. "Authorized" means the entity is allowed to offer the grade/setting. Any setting selected as "Actual" is actively taught by the entity (e.g., an elementary school may be "Authorized" to teach kindergarten through 6 grade, yet the "Actual" grades taught are only 3 through 6).
 - i. See [Appendix A](#) for "Grade" button enumerations.

- ii. See [Appendix B](#) for “Education Setting” button enumerations.

5. Enter the “Entity Open Date.”

*Entity Open Date 



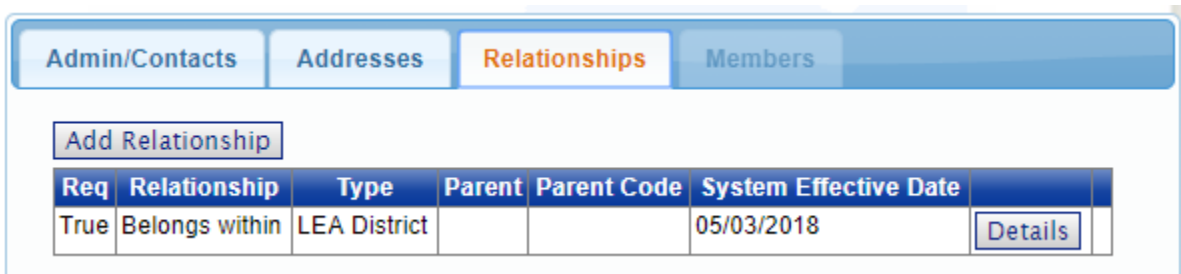
- I. If the entity is opening for the upcoming school year, enter an open date of “July 1.”
 - II. If the new school year has already started, the open date should be entered as the first day that students reported to the entity.
 - III. Some open dates set retroactively cannot be accepted by CEPI. Because CEPI provides EEM data to the federal government throughout the year, open dates must be set after the date of the last file sent to USED. Once an open request has been sent, a State Administrator will alert you if the date you entered conflicts with federal reporting.
6. Click “Add Contact” in the “Admin/Contacts” tab. Every entity in the SOM must have a Lead Administrator.



7. Mailing and physical address are required for every entity. The EEM can be used by the public to export addresses for mailings. EEM addresses are also used by MDE for sending assessments. Click “Add Address” in the “Addresses” tab and add a mailing and physical address. A physical address cannot contain a P.O. Box number.
- I. The EEM uses USPS address validation.
 - II. If an address you entered in the EEM is not accepted by validation:
 - i. Enter the address into the [USPS Zip Code Lookup Tool](#)
 - ii. Choose an address returned by the tool to enter in the EEM
 - iii. Click “Validate”
 - iv. If the address returned by the tool is not the one you want for your entity, the desired address can be entered in the EEM before clicking “Save”



8. The EEM stores relationship data for all entities in the state. These relationships show which schools are in a district, which PSA districts are authorized by various agencies and which entities are geographically located within an LEA school district. Enter the ISD or LEA district that the entity belongs within in the "Relationships" tab. Click "Details" in the "Relationships" tab to enter the relational information for your entity. This information is required. To enter additional relationship information, click "Add Relationship."



9. Once all required fields have been entered, click the "Save" button.
10. After the request to open an entity has been submitted, the EEM State Administrator will review the request. The State Administrator will review applicable business rules and contact the user with any follow-up questions.

CEPI denied my request to open an entity. What do I do now?

The EEM authorized user will receive a phone call from the EEM State Administrator indicating why the request was denied. If necessary, follow the instructions given by the EEM State Administrator to resubmit the request with the corrected information. Otherwise, no further action is required.

If you have any questions about opening an entity in the EEM, please send an email message to CEPI customer support at cepi@michigan.gov. Please provide your name, district code and district name, your telephone number (including area code and extension), your email address and your specific questions.

CEPI approved my request to open an entity. Do I need to do anything else?

If the request to open an entity is approved and the open date is on or before the current date, the entity will be added to the EEM with an "Open-Active" status on the date the request is processed by the EEM State Administrator.

If the request to open an entity is approved and the open date is a future date, the entity will be added to the EEM with an "Open-Pending" status. This is known as a deferred transaction.

Deferred transactions must be confirmed by the EEM authorized user. To do so:

1. Select "My Entities" and "Tasks" from the left navigation bar.
2. Locate the entity you requested to open and click the "Select" button.
3. A pop-up box will open. Click the "OK" button.
4. If the opening is not confirmed, the entity will remain in an "Open-Pending" status.
5. After the opening has been confirmed, the status of the entity will change from "Open-Pending" to "Open-Active" on the actual open date.
6. If deferred transactions are submitted, no other changes may be made to that entity record until the "Effective Date" is reached, unless the EEM authorized user decides to remove the deferred transaction.

Appendix A: Grade Enumerations

Enumeration Name	Enumeration Label	Description
Developmental Kindergarten Full Day	DevK	First year of a defined two-year kindergarten program that precedes entry into first grade. Children attend this program at least 1098 hours/school year. Students who attend a standard one-year Kindergarten program, but are retained in that grade for an additional year, will simply be shown in the same grade for two school years, just as a student who repeats any other grade is shown.
Developmental Kindergarten Part Day	DevK Part	First year of a defined two-year kindergarten program that precedes entry into first grade. Children attend this program at least 549 hours/school year. Students who attend a standard one-year Kindergarten program but are retained in that grade for an additional year will simply be shown in the same grade for

		two school years, just as a student who repeats any other grade is shown.
Kindergarten Full Day	KG	Children attend this level at least 1098 hours/school year. A group or class that is part of a public-school program and is taught during the year preceding first grade.
Kindergarten Part Day	KG Part	Children attend this level at least 549 hours/school year. A group or class that is part of a public-school program and is taught during the year preceding first grade. Commonly referred to as "half-day" kindergarten.
First Grade		
Second Grade		
Third Grade		
Fourth Grade		
Fifth Grade		
Sixth Grade		
Seventh Grade		
Eighth Grade		
Ninth Grade		
Tenth Grade		
Eleventh Grade		
Twelfth Grade		

Appendix B: Educational Setting Enumerations

Enumeration Name	Enumeration Label	Description
General Education	GenEd	Grades K-12. A public elementary/secondary school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum.
Pre-Kindergarten	PK	A national technical term for a state, local or privately funded preschool program for children one or two years before kindergarten entry. Pre-K associated with ISD/LEA districts must be reported in EDEN.
Alternative Education	Alt	An entity that addresses the needs of students that typically cannot be met in a regular school program. The entity provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education or vocational education.
Special Education	SpecEd	Special education means specially designed instruction, at no cost to the parents, to meet the unique educational needs of the student with a disability and to develop the student's maximum potential. Special education includes instructional services defined in R 340.1701b(a) and related services. Any instructional facility (school or UEP) that provides any educational services other than special education transitional services should have grades listed in EEM (K-12). Otherwise, when districts submit students with a grade or setting (e.g., "03") instead of ungraded "14" the record will trigger a warning in MSDS. This will not prevent the district from submitting or certifying data in MSDS.

Special Education Center Program	SpecEdCtPr	<p>MDE: State School Aid Act, 388.1606, Additional Definitions: Sec. 6. (1) "Center program" means a program operated by a district or ISD for special education pupils from several districts in programs for pupils with autism spectrum disorder, severe cognitive impairment, moderate cognitive impairment, severe multiple impairments, hearing impairment, visual impairment, and/or with physical impairment or other health impairment. Programs for pupils with emotional impairment housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either shall serve all constituent districts within an ISD or shall serve several districts with less than 50 percent of the pupils residing in the operating district. In addition, special education center program pupils placed part-time in non-center programs to comply with the least restrictive environment provisions of section 612 of part B of the individuals with disabilities education act, 20 USC 1412, may be considered center program pupils for pupil accounting purposes for the time scheduled in either a center program or a non-center program. Any instructional facility (school or UEP) that provides any educational services other than special education transitional services should have grades listed in EEM (K-12). Otherwise, when districts submit students with a grade or setting (e.g., "03") instead of ungraded "14" the record will trigger a warning in MSDS. This will not prevent the district from submitting or certifying data in MSDS.</p>
Adult Education	AdultEd	<p>Instruction provided to adult students that is geared toward earning a high school diploma or GED; improving reading, writing, and/or math skills; learning English; earning citizenship;</p>

		increasing family literacy; and gaining or improving employment.
Delinquent Institution	Delinq	A public or private residential facility operated primarily for the care of children who have been adjudicated as delinquent or in need of supervision. The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are allocated by formula to SEAs, which make subgrants to the state agencies responsible for educating neglected or delinquent children and youths. To be eligible for state N and D funds, juvenile institutions must provide 20 hours a week of instruction from nonfederal funds; adult correctional institutions must provide 15 hours. The Subpart 2 Local Education Agency Program requires each SEA to reserve from its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths.
Neglected Institution	Negl	A public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution, or voluntarily placed in the institution under applicable State law, due to abandonment, neglect, or death of their parents or guardians. The Part D, Subpart 1, State Agency Neglected and Delinquent (N and D) program provides formula grants to SEAs for

		<p>supplementary education services to help provide education continuity for children and youths in state-run institutions for juveniles and in adult correctional institutions so that these youths can make successful transitions to school or employment once they are released. Funds are allocated by formula to SEAs, which make subgrants to the state agencies responsible for educating neglected or delinquent children and youths. To be eligible for state N and D funds, juvenile institutions must provide 20 hours a week of instruction from nonfederal funds; adult correctional institutions must provide 15 hours. The Subpart 2 Local Education Agency Program requires each SEA to reserve from its Title I, Part A, allocation, funds generated by the number of children in locally operated institutions for delinquent youths. Funds are awarded to LEAs with high proportions of youths in local correctional facilities to support dropout prevention programs for at-risk youths. o</p>
Juvenile Detention Facility	JuvDtn	A detention facility for juvenile delinquents who have been placed there by court order.
Full Virtual	FTVirtual	The school has no physical building where students meet with each other or with teachers; all instruction is virtual.
Face Virtual	FaceVirt	Virtual with face-to-face options; the school focuses on a systematic program of virtual instruction but includes some physical meetings among students or with teachers.
Supplemental Virtual	SuppVirt	The school offers virtual courses, but virtual instruction is not the primary means of instruction.
Non-School Child Nutrition Sponsor	ChildNutr	These are agencies that participate in the USDA-sponsored Child Nutrition Programs (CACFP, SCSM, SFSP, TEFAP

		and CSFP) where formal instruction is not mandated.
Independent Private Grantee	IndPriGran	This entity is not a part of a public-school district but receives grant funds.
School-Based Health Center	HealthCtr	School-Based Health Centers are comprehensive primary health care clinics operating on school property for children and youth. Clinical services are typically overseen by a health system, local health department or federally qualified health center.
Family Resource Center	FamResCtr	Department of Human Services workers deliver services on-site at school.
Schools of Choice Offered	SchlChoice	The schools of choice provisions in Section 105 and 105c of the State School Aid Act are designed to allow local school districts to enroll nonresident students and count them in membership without having to obtain approval from the district of residence. Each local school district decides whether or not it will participate in schools of choice under Section 105 and/or 105c. A school can participate in 105 without participating in 105c. A school cannot participate in 105c without participating in 105.
Sec. 6(4)(l)(ii) Pupil Count Exception	PCE	Pupils that meet all of the following criteria, as stated in Section 6(4)(l)(ii) of the State School Aid Act: A. Is enrolled in a public-school academy or an alternative education high school diploma program, that is primarily focused on educating pupils with extreme barriers to education, such as being homeless as defined under 42 USC 11302; B. Had dropped out of school; C. Is less than 22 years of age as of September 1 of the current school year.