

Center for Educational Performance and Information

Michigan Student Data System Collection Details Manual

2025-26 School Year

Updated: April 16, 2026

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Introduction

The Michigan Student Data System is one of several data collection systems managed by CEPI and is used to collect student-level data for state and federal reporting, as well as for funding allocations. MSDS interacts with other State of Michigan data applications to improve consistency, accountability, and to reduce data duplication.

This document serves as a guide to the components and characteristics used in MSDS collections. We will release new versions or addendums with any necessary updates as needed. The **Index of Revisions** section will list all revisions or addendums published during the current school year.

We recommend that users regularly refer to the [CEPI website](http://www.michigan.gov/cepi) (www.michigan.gov/cepi) and updated postings of this document for the most current information about specific collection and data requirements. We also recommend that users watch the “What’s New” section on the MSDS home page and read the CEPI Announcement emails that are sent to the authorized users of each application. You will find information about available services and instructions for subscribing on the [CEPI Applications page](#) of the CEPI website. Training materials, information about system security, recent communications and links to individual data collections are available on the [MSDS web page](#).

Data Use

Per Public Acts [532](#) and [533](#) of 2016, CEPI only collects data required by federal and/or state law. Please see [How Your Data Are Used](#) for additional information, including matrices listing individual data elements and how those elements support federal and state reporting requirements.

Each year, CEPI facilitates a series of data definition review sessions with various state agencies to capture any necessary modifications to CEPI data collections. Any modifications are thoroughly vetted to ensure that they are supported by a federal and/or state mandate.

Your Account

To become an authorized MSDS user, you must do the following:

1. Request access to the application through your MiLogin account.
2. Send the appropriate security agreement form (Public schools and Nonpublic schools) to CEPI, signed by yourself and the district lead administrator. These forms are posted on CEPI’s [Application Security Forms](#) web page.

You will receive access to the application when both of the above steps have been completed and verified by CEPI. For more detailed information, please refer to the [MiLogin User Guide](#) posted in the Manuals section of CEPI’s [MSDS web page](#).

Changing Your Password

To change your MiLogin password:

1. Go to [MiLogin](https://MiLogintp.michigan.gov) (https://MiLogintp.michigan.gov).
2. Enter your MiLogin ID and password. Password is case sensitive.
3. Click on "**Account Maintenance.**"
4. Click on "Change My Password."
5. Note: After you create a MiLogin account, only you can update the account information. If your email address or telephone number changes, be sure to log in to the MiLogin site and edit your account. If you do not remember your password, please go to the login page and click the "Forgot your password" link.

For more detailed information, please refer to the [MiLogin User Guide](#) posted in the Manuals section of CEPI's [MSDS web page](#).

Help and Resources

Many resources can be found by going to CEPI's [MSDS web page](#) and clicking one of the collections listed. Each collection has specific help and training documents, XML schemas and sample files.

The [MSDS District User Guide](#) provides details about MSDS file requirements and general instructions for using the application. This can also be accessed through MSDS by clicking the "User Guide" link at the top of the MSDS application.

If you have questions related to the content of the data (for example, "I don't know which student residency code applies to my situation," or "Is this student eligible for FTE?") please contact the appropriate State of Michigan person as noted in the specific characteristic in this manual.

If you have questions not covered by this manual and our other posted support material, please contact our customer support team at cepi@michigan.gov. Email allows us to better research and respond to your questions, but if email is not an option, you can call us at 517-335-0505 x3.

Business Rule Documents

Business rule documents are available through CEPI's MSDS Collection Component Matrix web page. A link to this page can be found in the Technical Material section of CEPI's [MSDS web page](#). These documents, which are available in PDF or Excel format, contain information about the schema requirements, accepted values, validation rules, certification rules, version history, and collection notes. Below is a description of the format used in the Excel spreadsheet.

Sheet1 (Introduction):

This sheet is an introduction to the component spreadsheet and provides a brief description of the component and an explanation of the contents. The component's status for each MSDS collection is also shown. Components may be required, conditionally required, optional or not allowed.

Sheet2 (Schema):

This sheet provides the name and description of each characteristic in this component. The Required column displays TRUE if a characteristic is required at the schema level. Remember, a characteristic that is not required by the schema may still be required by business rules detailed on Sheet4 (Validation Rules).

Sheet3 (List of Values):

This sheet will show the allowed values for characteristics with the "List of Values" data type from Sheet2 (Schema).

Sheet4 (Validation Rules):

This sheet specifies rules that are enforced at the record level. These rules will result in errors or warnings during the validation process that occurs when the data are moved into the collection staging area.

Sheet5 (Version History):

This sheet contains any changes made to the business rules.

Sheet6 (Help):

This sheet is included on all spreadsheets. It includes important definitions and directions about using the spreadsheets.

Index of Revisions

Revisions in the current school year

Legislative changes and other issues occasionally require this manual to be updated during the school year. If that happens, any changes will be noted here, allowing you to print pages of affected changes.

Section	Page Number(s)	Edits/Changes
Early Childhood Programs	78	Added new Delivery Schedule code "10" (Part-Day Extended Week/Year).
Program Participation	243	Updated definition for code "9140" - Military Connected Student
Discipline	27	Updated language regarding reporting discipline for Foster Care students
Membership	173	Added explanation regarding changes made to Sec.111, impacting entities identified as Tuition Funded and claiming FTE.
Student Course	311	Removed outdated special ed course reporting guidance.
Enrollment	131	Added tip: EMC completers must submit district exit status code 40 or 41.
School Demographics	254	Added clarification: only students participating in Early On or Special Education may be reported with Grade 30.

Revisions from the prior school year

The following section lists new changes since the last posting of the previous school year's manual.

Section	Page Number(s)	Edits/Changes
Attendance	12	Added guidance for students participating in postsecondary courses and updated the list of exempt students.
English Learner and Immigrant	164, 167	Added "RHG= Rohingya" as new home/primary language. Removed code "04" from LEP Instructional Program characteristic

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Section	Page Number(s)	Edits/Changes
Personal Demographics	238, 239	Added new Tribal Affiliation Status and Tribal Affiliation characteristics.
Special Education	281	Added new Significant Cognitive Disability characteristic
Student Course	322	Updated instructions for reporting College Credit when selecting Course Type '07' Dual Enrollment.

Component and Characteristic Details

Attendance

Component Overview

The Attendance Component is used to collect data related to the student’s possible and actual attendance for the current school year.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Maximum Occurrences
Days Attended	Whole Number	1	Required	No	1
Total Possible Attendance*	Whole Number	2	Required	No	1

* This characteristic was accidentally misspelled during its initial creation and cannot be corrected due to the amount of upstream and downstream impacts. The characteristic labels in the user interface have been corrected.

*Days Attended:

*Total Possible Attendance:

What Counts as Attendance?

Count attendance for a student who is present for at least 50% of the school day as a day in attendance. Report participation in half-day kindergarten or any other pupil program as a day in attendance.

Fall, Spring and SRM Collections

In these collections, you are required to submit the Attendance Component when a student has exited the district (District Exit Status not equal to "19" or "00" in the Enrollment Component) after the start of the current school year (District Exit Date after September 1 of the current school year). The system will generate a record-level error when you submit an exiting student without an Attendance Component, unless the student meets one of the criteria for exemption listed at the end of this section.

End-of-Year General Collection

You are required to submit the Attendance Component for all students reported in the EOY General Collection who do not meet one of the criteria for exemption listed at the end of this section. Remember that attendance data are cumulative for the entire school year, not only for the reporting period. Failure to include this component will result in record-level errors.

How do I report attendance for?

- **Suspended or Expelled Students**

Suspensions do not end a student's enrollment in the district. Therefore, consider the days suspended as out-of-school absences and do not count them as Days Attended. Include days that school is in session during a student's out-of-school suspension in the Total Possible Attendance. Treat attendance for in-school suspensions as any other school day.

Expulsions may or may not result in the student's enrollment ending with the district. If the enrollment ends, then the student no longer has any possible days of attendance. The days expelled for these students are then not absences. If an expelled student is still enrolled in the district, report the attendance data appropriately depending on the type of education services the student is receiving.

- **Homebound/Hospitalized students**

Include each day that services were offered as part of Total Possible Attendance. Include each day that services were received in Days Attended.

- **Students who attend multiple buildings**

If a student transfers to a different school within the district during the school year, combine the attendance days across the different schools for reporting. (This means you would consider attendance in either building as a day in attendance.)

For students who simultaneously attend two or more buildings within a district, you may either submit one record and combine the attendance as noted above, or you may submit a separate record for each building. (NOTE: Refer to the Append/Replace section of the [MSDS District User Training Manual](#) for more information about submitting multiple records for a student within the district.)

If a student is enrolled simultaneously in two different districts, then the Total Possible Attendance would reflect the possible days for each district only.

- **Students taking 100% virtual courses**

For Total Possible Attendance, report the number of scheduled two-way interactions between the student and the mentor teacher. For Days Attended, report the number of those two-way interactions that the student met or connected with the teacher. This meeting does not have to be face-to-face, but it must show two-way communication between the teacher and student (such as by telephone or electronic communication). Please refer to the MDE Pupil Accounting Manual for more information on two-way interactions.

- **Students with a mix of virtual and non-virtual courses**

For students who have a mix of brick-and-mortar and virtual courses, count attendance for at least 50% of the day OR a scheduled two-way interaction as a day in attendance. For example, if a student is in attendance for at least 50% of their brick-and-mortar courses during a school day, it can be counted as a day in attendance regardless of attendance in the virtual courses. Likewise, if a student does not attend at least 50% of their brick-and-mortar courses, but makes at least one scheduled two-way interaction appointment for a virtual course during the day, it can be counted as a day in attendance. Please refer to the MDE Pupil Accounting Manual for more information on two-way interactions.

- **Students in postsecondary courses**

While attendance may not be taken routinely by postsecondary instructors, students dually enrolled in postsecondary courses require attendance reporting. It is a district decision how to best collect and report this data.

For example, if a student is in attendance for at least 50% at their high school during a school day, it can be counted as a day in attendance regardless of attendance in postsecondary courses. Some postsecondary instructors do take attendance and provide the information to administrators such as Early Middle College Coordinators. These administrators are key contacts in obtaining attendance information.

Exempt Students

You are not required to report the Attendance Component for students who meet one of the following criteria:

- **Adult education participant** – The student is reported in grade “20” (Adult Education) in the Grade or Setting characteristic in the School Demographics Component.
- **Early childhood participant** – The student is reported in grade “30” (Early childhood) in the Grade or Setting characteristic in the School Demographics

Component. This includes children with disabilities participating in early childhood special education programs or services or *Early On* services.

- **Nonpublic student** – The student is reported with code “04” (Non-resident nonpublic school student) or “08” (resident nonpublic school student) in the Student Residency characteristic in the Membership Component.
- **Home-schooled student** – The student is reported with either code “07” (Home-schooled non-resident) or “15” (Home-schooled resident) in the Student Residency characteristic in the Membership Component.
- **Student exiting the district prior to the start of the current school year** – The student is reported with a District Exit Date of September 1 of the current school year or earlier.
- **Seat-time waiver participant who is not receiving special education services for which FTE are claimed:** Program Eligibility Participation contains code “9229” and the sum of Section 52 FTE and Section 53 FTE is not greater than 0.00.

Days Attended

Characteristic – Attendance Component

Characteristic System Name

DaysAttended

Definition

The total number of days that the student actually attended or received educational services. (NOTE: This characteristic does not address instructional days or clock hours.)

Use

These data are used in part for determination of School Index accountability results.

Citation

State School Aid Act, MCL 380.1279, 380.1280, 380.1561; ESSA, 20 USC 6311

Specification

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 3
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 365

Instructions

- Enter the whole number (0-365) that represents the number of days that the student actually attended class or received educational services.
- You are required to submit this characteristic when you report the Attendance Component.
- You must submit a value less than or equal to the number submitted in the Total Possible Attendance characteristic.

Characteristic Tips

- Attendance data are cumulative for the school year, starting with the first through the last day the student attends.
- **Special note for exiting students in the fall who were reported at the end-of-year as expected to continue:** If your local SIS requires you to enter an exit date that is later than September 1, you may submit an Attendance Component showing the student had both zero days possible and attended, as long as the exit date is prior to the fall count date. You should report attendance data this way **only** when the student did not attend during the current school year.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Total Possible Attendance

Characteristic – Attendance Component

Characteristic System Name

TotalPossibleAttendance

(CEPI is aware of the incorrect spelling. The characteristic labels in the user interface are correct. Because XML requires using the exact name specified, we do not plan on correcting the spelling so that SIS vendors are not required to make changes.)

Definition

The total number of days that education services were available to the student. This is a cumulative number, from the first day the student could have attended (the first day of the school year, the date of new enrollment, or the beginning of a program) through the last day of attendance (last day of school year, enrollment or program). For additional information about enrollment, refer to the Enrollment Date characteristic in the Enrollment Component. (NOTE: This characteristic does not address instructional days or clock hours.)

Use

These data are used in part for determination of School Index accountability results.

Citation

State School Aid Act, MCL 380.1279, 380.1280, 380.1561; ESSA, 20 USC 6311

Specification

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 3
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 365

Instructions

- Enter the whole number (0-365) that represents the number of days that education services were available to the student at your district.
- You are required to submit this characteristic when you report the Attendance Component.
- The number must be equal to or greater than the number submitted in the Days Attended characteristic.
- The number must be greater than zero when you report a currently enrolled student (Exit Status "19 – expected to continue").
- The number cannot be greater than the number of calendar days during the student's period of enrollment in the district. For example:

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- Fall and Spring General Collections: cannot exceed the student's enrollment date (or July 1, whichever is later) and the count date (or district exit date, whichever comes first).
- SRM Collection: cannot exceed the student's enrollment date (or July 1, whichever is later) and the As of Date characteristic in the SRM Component.
- EOY General Collection: cannot exceed the student's enrollment date (or July 1, whichever is later) and June 30 (or district exit date, whichever comes first).
- Days where educational services are not available to students, such as weekends, holidays, snow days, or other scheduled days off, should not be used in your district's calculation of possible attendance.
- See the Attendance Component for further details on reporting students who attend multiple buildings.

Characteristic Tip

- Attendance data are cumulative for the school year, starting with the first day a student could attend through the last day the student could attend.
- **Special note for exiting students in the fall who were last reported as expected to continue:** If your local SIS requires you to enter an exit date that is later than September 1, you may submit an Attendance Component showing the student had both zero days possible and attended, as long as the exit date is prior to the fall count date. You should report attendance data this way **only** when the student did not attend during the current school year.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Contacts

Component Overview

The Contacts Component contains contact information data related to the student and family.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Address Type	List of Values	1	Conditional	No	1
Street Number and Name	Free-Form Text	2	Conditional	No	1
Apartment Room or Suite Number	Free-Form Text	3	Optional	No	1
City	Free-Form Text	4	Conditional	No	1
State Abbreviation	List of Values	5	Conditional	No	1
Postal Code	Text	6	Conditional	No	1
Telephone Number	Free-Form Text	7	Conditional	No	1
Electronic Mail Address	Free-Form Text	8	Conditional	No	1

When Is This Component Required?

You are required to submit the Contacts Component when you submit a student record in the Early Childhood, General (Fall, Spring or EOY), and Student Record Maintenance collections, unless the student is reported as Homeless (i.e., the Homeless Demographics Component is submitted). It is optional in the Request for UIC and Early Roster Collections, and not allowed in the Teacher Student Data Link Collection.

The screenshot shows a contact form with the following fields and values:

Address Type:	Physical-Physical
Street Number and Name:	1234 Easy St
Apartment Room Suite Number:	204
City:	Your City
State Abbreviation:	MI-Michigan
Postal Code:	45678
Telephone Number:	1234567890
Electronic Mail Address:	YourEmail@anydomain.coi

When you submit this component, one of the occurrences must include an Address Type of "Physical." You may need to submit multiple occurrences of this component for the following reasons:

- **Early On:** When the Part B Referral Component is reported, and either the Parent Address Unknown or Parent Telephone Unknown characteristics are reported with "No," at least one occurrence of this component must be reported with an Address Type of Mother, Father, Guardian or Other.
- **Read by Grade 3:** For third grade students, submit an occurrence of this component with an Address Type of "Mailing" if the student's mailing address is different than the physical address.
- **Summer EBT:** To ensure that students and their families receive these benefits, submit an occurrence of this component with an Address Type of "Mailing" if the student's mailing address is different than the physical address.

Juvenile Detention Facilities: As a best practice, report the address of the facility for students in a residential program. For students participating in a day program, report the students home address and resident district.

This component can be reported up to six times. However, only one occurrence for each Address Type may be submitted.

Address Type

Characteristic – Contacts Component

Characteristic System Name

AddressTypeDescriptor

Definition

The type of address being reported.

Use

MDE and CEPI use these data for student identification, as well as for special education and career and technical education program follow-up.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418); Perkins IV Section 113

Specification

List of values (choose from list)

Text	Description
Physical	The address of the student's residence.
Mailing	Student's mailing address, if different from the physical address
Father	The address for the student's father
Mother	The address for the student's mother
Guardian	The address for the student's legal guardian
Other	The address for the adult responsible for providing custodial or other support who is not a parent or legally appointed guardian.

Instructions

- One of the occurrences must include an Address Type of "Physical."
- Only submit an Address Type of "Mailing" if the address is different from the Physical address.
- When the Part B Referral Component is reported, and either the Parent Address Unknown or Parent Telephone Unknown characteristics are reported with "No," at least one occurrence of this component must be reported with an Address Type of Mother, Father, Guardian or Other.
- This characteristic is required unless the student record contains the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Street Number and Name

Characteristic – Contacts Component

Characteristic System Name

StreetNumberName

Definition

The number and name of the location of the address for the reported Address Type. Refer to the [USPS Postal Explorer](#) for a list of abbreviations that may be used as street designators.

For students who participate in an address confidentiality program per [Senate Bill 72](#), the “designated address” provided by the state.

Use

MDE and CEPI use these data for student identification as well as special education and career and technical education program follow-up.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418)
Perkins IV Section 113
Revised School Code, MCL 380.1280f

Specification

Free-Form Text

- Minimum length: 1
- Maximum length: 100

Instructions

- Enter the street number and name of the address for the reported Address Type.
- This characteristic is required unless the student record contains the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.

Characteristic Tip

- Students participating in an address confidentiality program may have a P.O. Box rather than a street number and name. In these cases, it is acceptable to have a P.O. Box for a physical address.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Apartment Room Suite Number

Characteristic – Contacts Component

Characteristic System Name

ApartmentRoomSuiteNumber

Definition

The additional street address information such as apartment, room, suite or lot number that refers to the reported Address Type. Refer to the [USPS Postal Explorer](#) for a list of abbreviations that may be used as street designators.

Use

MDE and CEPI use these data for student identification, as well as special education and career and technical education program follow-up.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418)
Perkins IV Section 113
Revised School Code, MCL 380.1280f

Specification

Free-Form Text

- Minimum length: 0
- Maximum length: 100

Instructions

- If applicable, enter additional information pertaining to the address for the reported Address Type.
- Examples include an apartment number, a lot number, a suite number, or room number.
- Do not enter a different street address, city or zip code in this characteristic.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

City

Characteristic – Contacts Component

Characteristic System Name

City

Definition

The name of the city or town where the address is located.

Use

MDE and CEPI use these data for student identification, as well as for special education and career and technical education program follow-up.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418); Perkins IV Section 113

Specification

Text (numbers and letters)

- Minimum length: 1
- Maximum length: 50

Instructions

- The entry must not begin or end with spaces or blanks.
- This characteristic is required unless the student record contains the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.

Characteristic Tip

- You may report the city of primary nighttime residence for those students whom you have reported as homeless.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

State Abbreviation

Characteristic – Contacts Component

Characteristic System Name

StateAbbreviationDescriptor

Definition

The abbreviation for the state (within the United States) or outlying area in which the address is located.

Use

MDE and CEPI use these data for student identification, as well as for special education and career and technical education program follow-up.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418); Perkins IV Section 113

Specification

List of values (choose from list)

- [Refer to USPS State Abbreviations](#)

Instructions

- This characteristic is required unless the student record contains the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.

Characteristic Tip

- You may not claim students who live in a state other than Michigan for FTE; however, you should report them if they are being served by your district.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Postal Code

Characteristic – Contacts Component

Characteristic System Name

PostalCode

Definition

The five- or nine-digit ZIP code of the location where the address is located.

Use

MDE and CEPI use these data for student identification, as well as for special education and career and technical education program follow-up.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418); Perkins IV Section 113

Specification

Text (numbers and letters); Format: NNNNN-NNNN or NNNNN

- Refer to [USPS website](#)
- Minimum length: 5
- Maximum length: 10

Instructions

- This characteristic is required unless the student record contains the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Telephone Number

Characteristic – Contacts Component

Characteristic System Name

TelephoneNumber

Definition

The primary telephone number given by the student's parent or guardian, including the area code.

Use

MDE use these data for ESSA and IDEA reporting. These data are used by the Office of Special Education to meet federal requirements to assist with obtaining acceptable survey response rates for the State Performance Plan Indicators 8 and 14. Telephone interviewing contributes greatly to achieving acceptable response rates for survey projects conducted by Wayne State University Center for Urban Studies on behalf of the Michigan Department of Education.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418)

Specification

Free Form Text, Alphanumeric

- Minimum length: 10
- Maximum length: 24

Instructions

- The preferred format for reporting is NNNNNNNNNN, however the field length has been expanded to account for phone number extensions and international calling codes.
- You must report this characteristic when the Part B Referral component is submitted with Parent Phone Unknown reported as "No" and address type is Father, Mother, Guardian, or Other.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Electronic Mail Address

Characteristic – Contacts Component

Characteristic System Name

ElectronicMailAddress

Definition

The numbers, letters, and symbols used to identify the primary electronic mail (email) address provided by the student's parent or guardian.

Use

MDE use these data for ESSA and IDEA reporting. These data are used by the Office of Special Education to meet federal requirements to assist with obtaining acceptable survey response rates for the State Performance Plan Indicators 8 and 14. Having an email option will contribute greatly to achieving acceptable response rates for survey projects conducted by Wayne State University Center for Urban Studies on behalf of the Michigan Department of Education.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418)

Specification

Text-free form; accepts both alpha and numeric characters.

- Minimum length: 7
- Maximum length: 128

Instructions

- This characteristic should be reported for Early On students transitioning from Part C to Part B Special Education, in order to assist with Part B Referral survey projects.
- This characteristic is optional for all other students.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Discipline

Component Overview

The Discipline Component is used to report all discipline data. Any incidents resulting in an expulsion are required to be submitted for all students (general education and special education). For students with an active IEP, all suspension incidents resulting in the student's removal from their usual education setting for one half of the school day or longer must be reported. Multiple incidents should be reported using multiple instances of this component.

Due to findings by the U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, the State of Michigan passed Public Acts 360-366 of 2016. These Acts amended the State School Aid Act to require school officials, before suspending or expelling a student, to consider several situation-specific factors, including whether a lesser intervention or restorative practices would address the student's violation or behavior.

Under the current law, MDE cannot require districts to submit suspension data for students without an IEP. MDE will continue to encourage all districts to voluntarily submit this important data for all students so Michigan can focus all levels of the education system on improving school climate and equitable access to high-quality learning environments. MDE will also continue to report data provided by participating districts on its website for transparency purposes and to use this data in collaboration with partners to offer targeted supports to participating districts. MDE will not take adverse action if a district chooses not to submit suspension data for students without an IEP.

As of the 2024-2025 school year, Public Act 10 of 2024 requires state agency reporting of data related to students experiencing foster care. This reporting includes, "(c) The number of children in foster care who were suspended or expelled from school during the academic school year".

MDE highly recommends that districts report suspensions for students experiencing foster care to ensure that the information provided to the Michigan legislature is accurate.

You can determine if a student is experiencing foster care by running the Certified Student Roster Report. If you have opted into the Student Snack Pack within MiDataHub, this information is available for new transfers into your district.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Incident ID	Free-form Text	1	Required	No	1
Date of Incident	Date	2	Required	No	1
Incident Type	List of Values	3	Required	Yes	Unbounded*
Serious Bodily Injury	Yes/No	4	Optional	No	1
Sexual Assault	Yes/No	5	Optional	No	1
Initial Consequence Type	List of Values	6	Required	No	1
Initial Days	Decimal Number	7	Required	No	1
Initial Start Date	Date	8	Required	No	1
Secondary Consequence Type	List of Values	9	Conditional	No	1
Secondary Days	Decimal Number	10	Conditional	No	1
Secondary Start Date	Date	11	Conditional	No	1
Other Consequence Type	List of Values	12	Conditional	No	1
Other Days	Decimal Number	13	Conditional	No	1
Other Start Date	Date	14	Conditional	No	1
Follow Up	List of Values	15	Conditional	Yes	Unbounded*

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, errors will generate for any record containing more than one occurrence of each code on the value list.

MSDS Collection Details

School Demographics	Personal Demographics	Enrollment	Membership	GeneralEdFTE	Discipline	Special Education
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***Incident ID:** 1112-003

***DateOfIncident:** 9/20/2011

***Incident Type:** 56-Other

Serious Bodily Injury: Select Yes/No

Sexual Assault: Select Yes/No

***Initial Consequence Type:** 1-In-School Suspension

***Initial Days:** 0.5

***Initial Start Date:** 9/20/2011

Secondary Consequence Type: 2-Out-Of-School Suspension

Secondary Days: 2.0

SecondaryStartDate: 9/21/2011

Other Consequence Type: Please Select

Other Days:

Other Start Date:

FollowUp:

- 20-Placed in an alternative education school
- 21-Instructional services at home
- 22-Instructional services in community/non-school location
- 23-Education provided by another district or agency (DHS, CMH, DCH)

Incident ID

Characteristic – Discipline Component

Characteristic System Name

IncidentID

Definition

Identifier assigned by the operating district to the precipitating incident.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; ESSA 1111(g)(1)(C); Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Free Form Text; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 10

Instructions

- Enter the assigned identifier that represents the event/behavioral incident that resulted in this disciplinary action.
- This characteristic is required when the Discipline Component is reported.

Characteristic Tip

- Incident ID codes must be unique for the school year within the entity reported in School Facility Number for the associated date (Date of Incident) and type of incident (Incident Type). Additionally, the Incident ID field is not case sensitive; thus “b” equals a “B”.
- If an Incident ID code is reported more than once for a student in the same school year and in the same School Facility Number, MDE will use the last reported data for reporting purposes.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Date of Incident

Characteristic – Discipline Component

Characteristic System Name

DateOfIncident

Definition

The date that the incident resulting in disciplinary action occurred (not the date the consequence was assigned).

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

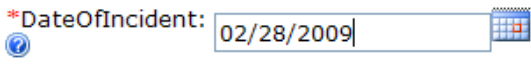
State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; ESSA 1111(g)(1)(C); Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD Sample:

```
<DateOfIncident>2009-02-28</DateOfIncident>
```
 - The recommended format for entering a date online is MM/DD/CCYY.

- This characteristic is required when the Discipline Component is reported.
- The date reported for this incident must fall within the student's period of enrollment with the Operating District.

Characteristic Tip

- Report the date that the incident actually occurred, not the date the consequence was assigned.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Incident Type

Characteristic – Discipline Component

Characteristic System Name

IncidentType

Definition

The nature of the event or behavioral incident that precipitated the reported disciplinary action.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

List of values (Choose from list).

Code	Text	Description
20	Firearm Possession - Handgun	Use or possession of a firearm that has a short stock and is designed to be held and fired by the use of a single hand.
21	Firearm Possession - Rifle/Shotgun	Use of a weapon designed or redesigned, made or remade, and intended to be fired from the shoulder, and designed or redesigned and made or remade to use the energy of an explosive to fire through a smooth bore either a number of or a single projectile.
22	Firearm Possession - Other than Handgun, Rifle or Shotgun	Use of a firearm other than a handgun or a rifle/shotgun, including any weapon converted to expel a projectile, any explosive, incendiary, poison gas, bomb, grenade, rocket/missile, mine or similar device as defined in the Gun-Free Schools Act.
23	Other Weapon Possession	Use of a dagger, dirk, stiletto, knife with blade over three inches in length (NOTE: For students with an active IEP the blade measurement is two and one-half inches or longer), pocket knife opened by mechanical device, iron bar or brass knuckles as defined in Section 380.1313 of the MCL.

Code	Text	Description
30	Illicit Drug	<p>Possession or use of marijuana, hashish or other cannabinoids on school grounds.</p> <p>Possession or use of other illicit drugs on school grounds.</p> <p>Being under the influence of marijuana or illicit drugs on school grounds.</p> <p>Possession or use of prescription drugs that the student does not have a prescription for.</p> <p>Inappropriate use of medication on school grounds.</p> <p>Trafficking or possession for sale of marijuana or other illicit drugs on school grounds.</p> <p>Do not report tobacco or alcohol-related incidents using this code.</p>
31	Alcohol	<p>Possession or use of alcohol on school grounds.</p> <p>Being under the influence of alcohol on school grounds.</p>
44	Bomb or Similar Threat	Any threat (verbal, written or electronic) by a person to bomb or use other substances or devices for the purpose of exploding, burning or causing damage to a school building or school property, or to harm students or staff.
55	Arson	To unlawfully and intentionally damage, or attempt to damage, any real or personal property by fire or incendiary device as defined in Sections 750.71 to 750.80 of the Michigan Compiled Laws.
56	Other	Behaviors not covered by another code that result in disciplinary action.
60	Physical Violence with injury	Injury in which one or more students, school personnel or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.
61	Physical Violence without injury	Confrontation, tussle or physical aggression that does not result in injury.
62	Tobacco	Tobacco possession or use on school grounds.

Instructions

- Enter/choose the code(s) that best represents the nature of the incident being reported. In cases where the incident contains more than one discipline reason – for example, weapons possession and violent incident with physical injury –

select both codes within the Incident Type. Only one of each Incident Type code may be reported for a given incident.

- This characteristic is required when the Discipline Component is reported.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Serious Bodily Injury

Characteristic – Discipline Component

Characteristic System Name

SeriousBodilyInjury

Definition

Indicate if the Incident Type involved physical violence with injury and the injury inflicted meets the definition of Serious Bodily Injury per the United States Code paragraph (3) of subsection (h) of section 1365 of title 18:

“(3) the term ‘serious bodily injury’ means bodily injury which involves—
(A) a substantial risk of death;
(B) extreme physical pain;
(C) protracted and obvious disfigurement; or
(D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.”

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry)

Instructions

- When the code reported in Incident Type is “60” (Physical Violence with injury) report a value (true, false, 1, 0, Yes/No) for this characteristic.
- This characteristic is not allowed when the code reported in Incident Type is **not** “60”; an error will occur if this characteristic is reported as part of an incident with any other Incident Type.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Sexual Assault

Characteristic – Discipline Component

Characteristic System Name

SexualAssault

Definition

Indicate if an incident of physical violence involved oral, anal or vaginal penetration forcibly or against the person's will, or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation and sodomy.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry)

Instructions

- When the code reported in Incident Type is "60" (Physical Violence with injury) or "61" (Physical Violence without injury), report a value (true, false, 1, 0, Yes/No) for this characteristic.
- This characteristic is not allowed when the code reported in Incident Type is **not** "60" (Physical Violence with injury) or "61" (Physical Violence without injury); an error will occur if this characteristic is reported as part of an incident with any other Incident Type.

Characteristic Tip

- It is not necessary to report this characteristic with No/False when an incident of Physical Violence with or without injury is reported and did not involve sexual assault. You are only required to report this characteristic when sexual assault has occurred.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Initial Consequence

Characteristic – Discipline Component

Characteristic System Name

InitialConsequence

Definition

The type of discipline that was assigned to the student as a result of the event/behavioral incident reported.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

List of values (Choose from list).

Code	Text	Description
1	In-School Suspension	Instances in which a student is temporarily removed from their regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from their regular school for disciplinary purposes to another setting (e.g., home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is 10 days or less and removals in which the child continues to receive services according to their IEP. Suspensions must be less than 60 days in duration.

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Instances in which an impartial hearing officer orders the removal of a child with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
4	Unilateral Removal	(Special education participants only) Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.
5	Expulsion	Instances in which the local educational agency removes a child from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days). Expulsions may be reported when the duration of days removed are 10 or more.

Instructions

- Enter/choose the code that represents the disciplinary action being reported.
- Codes "3" and "4" may only be reported for students with disabilities receiving special education programs or services.

Characteristic Tip

- Disciplinary actions other than the five types listed in MSDS are not reported. It is up to each district to determine when an action falls into one of the categories listed.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Initial Days

Characteristic – Discipline Component

Characteristic System Name

InitialDays

Definition

The number of days assigned for the Initial Consequence.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Decimal number data type with a fixed length format: NNN.N

- Minimum value: 0.5
- Maximum value: 888.0

Instructions

- This characteristic is required when the Discipline Component is reported.
- When the student has been expelled (Initial Consequence = "5") then the Initial Days must be greater than or equal to 60 and less than or equal to 185, or for permanently expelled students, report a value of "888" (Initial Days < = 185 or = "888").
- When the student is not being expelled (Initial Consequence = "5") then the Initial Days must be at least 0.5 and less than 60. (>=0.5 and <= 185)
- When a student with disabilities receiving special education programs or services is reported as being removed by a hearing officer or having a unilateral removal (Initial Consequence = "3" or "4") then this characteristic must be less than or equal to 45 (Initial Days < = 45).

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Initial Start Date

Characteristic – Discipline Component

Characteristic System Name

InitialStartDate

Definition

This is the first day the student began serving the Initial Consequence (not the date the consequence was assigned).

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

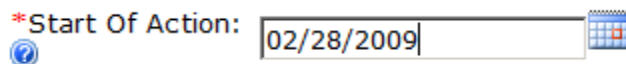
Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD Sample:

<StartOfAction>**2009-02-28**</StartOfAction>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.



- This characteristic is required when the Discipline Component is reported.
- The date reported in this characteristic must be on or after the student's date of enrollment in the operating district (Initial Start Date >= District Enrollment Date).
- When the student is exiting the operating district, the date reported in this characteristic must be before the student's date of exit (Initial Start Date < District Exit Date).
- When a student with disabilities receiving special education programs or services is reported with Initial Consequence "3" or "4", then the date reported in this characteristic must be before the student's Special Education Exit Date (Initial Start Date < Special Education Exit Date).
- The date reported in this characteristic must be equal to or after the Date of Incident reported (Initial Start Date => Date of Incident).

Characteristic Tip

- Do not report the date the consequence was assigned; rather, the first day the student began serving this consequence.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Secondary Consequence

Characteristic – Discipline Component

Characteristic System Name

SecondaryConsequence

Definition

When a second consequence is assigned as a result of the event/behavioral incident reported, indicate the type of discipline that was assigned to the student.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

List of values (Choose from list).

Code	Text	Description
1	In-School Suspension	Instances in which a student is temporarily removed from their regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from their regular school for disciplinary purposes to another setting (e.g., home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is 10 days or less and removals in which the child continues to receive services according to their IEP

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Instances in which an impartial hearing officer orders the removal of a child with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
4	Unilateral Removal	(Special education participants only) Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.
5	Expulsion	Instances in which the local educational agency removes a child from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days).

Instructions

- When this characteristic is reported, Initial Consequence is also required. Enter/choose the code that represents the disciplinary action being reported.
- Codes "3" and "4" may only be reported for students with disabilities receiving special education programs or services.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Secondary Days

Characteristic – Discipline Component

Characteristic System Name

SecondaryDays

Definition

The number of days assigned for the Secondary Consequence.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Decimal number data type with a fixed length format: NNN.N

- Minimum value: 0.5
- Maximum value: 888.0

Instructions

- This characteristic is required when the Secondary Consequence characteristic is reported. Otherwise, do not report this characteristic.
- When the student has been expelled (Initial Consequence = "5") then the Initial Days must be greater than or equal to 60 and less than or equal to 185, or for permanently expelled students, report a value of "888" (Initial Days < = 185 or = "888").
- When the student is not being expelled (Initial Consequence = "5") then the Initial Days must be at least 0.5 and less than or equal to 60. (≥ 0.5 and ≤ 185)
- When a student is reported as being removed by a hearing officer or having a unilateral removal (Secondary Consequence = "3" or "4") then this characteristic must be less than or equal to 45 (Secondary Days < = 45).

Characteristic Tip

- This characteristic must contain a value of at least 0.5 to 185 or must equal 888. Values greater than 185 and less than 888, or values greater than 888 are not accepted.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

MSDS Collection Details

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Secondary Start Date

Characteristic – Discipline Component

Characteristic System Name

SecondaryStartDate

Definition

This is the first day the student began serving the Secondary Consequence (not the date the consequence was assigned).

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

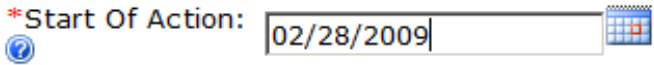
State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD Sample:

```
<StartOfAction>2009-02-28</StartOfAction>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats, however if you encounter problems switching to the recommended format should resolve them.

- This characteristic is required when the Secondary Consequence characteristic is reported.
- This characteristic is not allowed when the Secondary Consequence characteristic is not reported.
- The date reported in this characteristic must be after the Initial Start Date. (Secondary Start Date cannot equal Initial Start Date.)
- The date reported in this characteristic must be on or after the student's date of enrollment in the operating district (Secondary Start Date >= District Enrollment Date).
- When the student is exiting the operating district, the date reported in this characteristic must be before the student's date of exit (Secondary Start Date < District Exit Date).
- When a student with disabilities receiving special education programs or services is reported with Secondary Consequence "3" or "4", then the date reported in

this characteristic must be before the student's Special Education Exit Date (Initial Start Date < Special Education Exit Date).

- The date reported in this characteristic must be equal to or after the Date of Incident reported (Secondary Start Date => Date of Incident).

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Other Consequence

Characteristic – Discipline Component

Characteristic System Name

OtherConsequence

Definition

When a third consequence is assigned as a result of the event/behavioral incident reported, indicate the type of discipline that was assigned to the student.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

List of values (Choose from list).

Code	Text	Description
1	In-School Suspension	Instances in which a student is temporarily removed from their regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Direct supervision means a school staff member is physically in the same location as students under its supervision.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from their regular school for disciplinary purposes to another setting (e.g. home, behavior center). For students with disabilities receiving special education programs or services, this includes both removals in which no IEP services are provided because the removal is 10 days or less and removals in which the child continues to receive services according to their IEP.

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Instances in which an impartial hearing officer orders the removal of a child with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer's determination that maintaining the child's current placement is substantially likely to result in injury to the child or others. The IEP team is responsible for determining the interim alternative educational setting.
4	Unilateral Removal	(Special education participants only) Instances in which school personnel (not the IEP team) order the removal of children with disabilities from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do not include decisions by the IEP team to change a student's placement.
5	Expulsion	Instances in which the local educational agency removes a child from their regular school for disciplinary purposes for the remainder of the school year or longer in accordance with local educational agency policy. Include removals resulting from violations of the Gun-Free Schools Act that are modified to less than one year (365 days).

Instructions

- When this characteristic is reported, Secondary Consequence is also required. Enter/choose the code that represents the disciplinary action being reported.
- Codes "3" and "4" may only be reported for students with disabilities receiving special education programs or services.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Other Days

Characteristic – Discipline Component

Characteristic System Name

OtherDays

Definition

The number of days assigned for the Other Consequence.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

Decimal number data type with a fixed length format: NNN.N

- Minimum value: 0.5
- Maximum value: 888.0

Instructions

- This characteristic is required when the Other Consequence characteristic is reported. Otherwise, do not report this characteristic.
- When the student has been expelled (Initial Consequence = "5") then the Initial Days must be greater than or equal to 60 and less than or equal to 185, or for permanently expelled students, report a value of "888" (Initial Days < = 185 or = "888").
- When the student is not being expelled (Initial Consequence = "5") then the Initial Days must be at least 0.5 and less than or equal to 60. (>=0.5 and <= 185)
- When a student is reported as being removed by a hearing officer or having a unilateral removal (Other Consequence = "3" or "4") then this characteristic must be less than or equal to 45 (Other Days < = 45).

Characteristic Tip

- This characteristic must contain a value of at least 0.5 to 185 or must equal 888. Values greater than 185 and less than or greater than 888 are not accepted.

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Other Start Date

Characteristic – Discipline Component

Characteristic System Name

OtherStartDate

Definition

This is the first day the student began serving the Other Consequence (not the date the consequence was assigned).

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification


Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD Sample:

<StartOfAction>**2009-02-28**</StartOfAction>

- The recommended format for entering a date online is MM/DD/CCYY.

*Start Of Action: 

- This characteristic is required when the Other Consequence characteristic is reported. Otherwise, do not report this characteristic.
- The date reported in this characteristic must be within the student's enrollment in the operating district (Enrollment Date >= Other Start Date >= Exit Date).
- When a student is reported with Other Consequence "3" or "4", then the date reported in this characteristic must be before the student's Special Education Exit Date (Initial Start Date < Special Education Exit Date).
- The date reported in this characteristic must be equal to or after the Date of Incident reported (Other Start Date => Date of Incident).

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Follow Up

Characteristic – Discipline Component

Characteristic System Name

FollowUp

Definition

The follow-up and/or educational services provided to the student after the start of the disciplinary action(s) being reported.

Use

These data are used for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, the identification of persistently dangerous schools, and the Parent Transparency Dashboard.

Citation

State School Aid Act, MCL 380.1311b; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1415(k))

Specification

List of values (Choose from list).

Code	Text	Description
20	Placed in an alternative education school	The student was placed in another school or alternative education program within the district.
21	Instructional services at home	The district provided education services provided to the student at their home.
22	Instructional services in community/n on-school location	The district provided education services provided to the student in a location other than their home or a location operated by the district.
23	Education provided by another district or agency	The student was referred to another public or nonpublic school or service agency (e.g., DCH, DHS, CMH) for educational services.
24	Placed in a strict discipline academy	The student was placed in a strict discipline academy as defined in MCL 380.1311(3).

Code	Text	Description
25	No education services provided	The district did not provide any further educational services.
26	Other Educational Service Referral	The student was referred to an educational service not covered by another code.

Instructions

- Enter/choose the code or codes that represent the type of referral or educational services being provided to the student.
- A maximum of seven occurrences (one per code type) of this characteristic can be submitted within the Discipline Component. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.]
- Report the code representing the primary educational service first, followed by the codes for any other educational services provided to the student. (Online entry: click on the star to identify the primary option code).
- This characteristic is required when the student is reported as expelled (Initial Consequence, Secondary Consequence or Other Consequence = "5").
- This characteristic is required to contain at least one valid code when a student with disabilities receives special education programs or services (record includes the Special Education Component with a valid code in Primary Disability) and the total length of all consequences for this incident is greater than 10 days (Initial Days + Secondary Days + Other Days > 10).
- When determining the number of days the student with an IEP was suspended or expelled, it is not necessary for the consequence length to be more than 10 consecutive days (i.e., days can be cumulative throughout the school year).

If you have questions about this characteristic, please contact:

Mary Teachout, MDE School Health and Safety in the Office of Health and Nutrition Services at teachoutm@michigan.gov or 517-241-7092

Josh Roltsch, MDE Office of Special Education at roltschj1@michigan.gov or 517-241-4521

Early Childhood Programs

Component Overview

CEPI uses the Early Childhood Programs Component to collect data related to the student’s participation in early childhood programs or services. You are required to report this component when the student is identified as participating in or on a wait list for the Great Start Readiness Program, GSRP/Head Start Blend, Sec. 32p Early Childhood, Section 32p(4) Home Visitation, or Michigan Strong Beginnings programs. It is a federal expectation that children participating in a Head Start, Early Head Start or Early Head Start-Child Care Partnership program be reported. MDE’s Office of Great Start encourages you to report students participating in any other early childhood programs to assist in longitudinal program evaluations, although this is not a requirement.

In addition to the Early Childhood Programs Component, records reported in this collection must include the following components if the children reported are also receiving or eligible for these services:

- Homeless Demographics
- Program Participation (immigrant “9130” value only)
- Seclusion and Restraint
- SNE

Please refer to the applicable component details for additional information.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Fiscal Entity Type Code	List of Values	1	Required	No	1
Fiscal Entity Code	Free-form Text	2	Required	No	1
Fiscal Entity Code 2	Free-form Text	3	Conditional	No	1
School Facility Number	Numeric Text	4	Conditional	No	1
Provider License Number	Text	5	Conditional	No	1
EC Comment	Free-form Text	6	Optional	No	1
EC Program	List of Values	7	Required	No	1

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
EC Program Start Date	Date	8	Required	No	1
EC Delivery Method	List of Values	9	Required	No	1
EC Delivery Schedule	List of Values	10	Conditional	No	1
Federal Poverty Level	List of Values	11	Conditional	No	1
Additional Eligibility Factors	List of Values	12	Conditional	Yes	Unbounded (up to 7 per student) *
Qualifying Factors	List of Values	13	Conditional	Yes	Unbounded (up to 4 per student) *
EC Program End Date	Date	14	Conditional	No	1
EC Program Exit Reason	List of Values	15	Conditional	No	1

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

When Is This Component Required?

Early Childhood has three collection periods throughout the year (Fall, Spring, and End of Program). Reporting requirements vary by program and collection. You must report the Early Childhood Programs Component when a student is identified as participating in or on a wait list for the Great Start Readiness Program, or participating in GSRP/Head Start Blend Program, Sec. 32p Early Childhood, Michigan Strong Beginnings, and/or Section 32p(4) Home Visitation.

Program Type	Fall	Spring	End of Program
Great Start Readiness Program	R	R	R
GSRP/Head Start Blend	R	R	R
Head Start	O	O	O
Title I Preschool or Services	O	O	O
Early Head Start	O	O	O
Sec. 32p, Early Childhood	O	O	R

MSDS Collection Details

Program Type	Fall	Spring	End of Program
Section 32p(4) Home Visitation	O	O	R
Early Head Start – Child Care Partnership	O	O	O
GSRP – Wait List	O	R	O
Michigan Strong Beginnings	R*	R*	R

R = Required; O = Optional

*Added for End of Program 2024. Will be required in Fall, Spring and EOP collections in subsequent school years.

Fiscal Entity Type Code

Characteristic – Early Childhood Programs Component

Characteristic System Name

FiscalEntityTypeCode

Definition

The category to which the fiscal entity belongs within EEM.

Use

MiLEAP use these data for compliance, federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

List of values (choose from list)

Code	Text	Description
A	Agreement Number	The entity is identified in EEM as a grantee or other non-school recipient
D	District	The entity is identified in EEM as a LEA, PSA or ISD school district.

Instructions

- Choose/enter the code indicating the entity type, as identified in EEM, of the entity receiving the funding directly from the state to provide programs and/or services for the student/child reported.
- For Great Start Readiness or Michigan Strong Beginnings Programs, the value reported in this characteristic must be "D".

Characteristic Tips

- If the fiscal entity has a district code and agreement number, use the district code.
- A different Fiscal Entity Type Code may be entered in each EC Programs Component reported for a given student.
- Based on legislation, the Fiscal Entity Type Code for GSRP and Michigan Strong Beginnings programs will always be "D" and an ISD should be listed as the fiscal agent (formula or competitive grantee programs). The ISD may or may not be the Fiscal Agent for other (non-GSRP) programs.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Fiscal Entity Code

Characteristic – Early Childhood Programs Component

Characteristic System Name

FiscalEntityCode

Definition

The state-assigned code identifying the entity receiving funding directly from the state to provide programs and/or services to the student/child reported. The fiscal entity may or may not be directly providing the services to the student/child. This code must be either a five-digit entity code for a school district or a nine-digit agreement number for an organization, as identified by the Fiscal Entity Type Code and by EEM.

Use

MiLEAP use these data for compliance, federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

Free-form text; accepts both alpha and numeric characters.

- Minimum length: 5
- Maximum length: 9

Instructions

- Enter the code indicating the entity, as identified in EEM, receiving the funding directly from the state to provide programs and/or services for the student/child reported. For GSRP and Michigan Strong Beginnings programs this is always the ISD.
- When the characteristic Fiscal Entity Type Code contains the code "A", the Fiscal Entity Code must contain a code with up to nine digits. Submit leading zeros when applicable.
- When the characteristic Fiscal Entity Type Code contains the code "D", the Fiscal Entity Code must contain a five-digit code. Submit leading zeros when applicable.
- The code you report must be valid in EEM within the category indicated in the Fiscal Entity Type Code characteristic.
- The entity must be identified as "open-active" or "closed-pending" within EEM for the time period being reported.
- You are required to report this characteristic when you submit the EC Programs Component.

Characteristic Tips

- Report the code for the entity receiving the funds directly from the state, even when that entity chooses to subcontract the running of the program(s) or the providing of early childhood services to another entity/agency.
- A different Fiscal Entity Code may be entered in each Programs component reported for a given student.
- Based on legislation, the Fiscal Entity Type Code for GSRP and Michigan Strong Beginnings programs will always be "D" and an ISD should be listed as the fiscal agent (formula or competitive grantee programs). The ISD may or may not be the Fiscal Agent for other programs.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Fiscal Entity Code 2

Characteristic – Early Childhood Programs Component

Characteristic System Name

FiscalEntityCode2

Definition

Fiscal Entity Code 2 identifies the second funding source for blended programs.

Use

To ensure fiscal entities for blended programs are accurately identified on student records for reporting.

Citation

State School Aid Act, MCL 388.1632d (13) and (17a), MCL 388.1639 (3)

Specification

Free-form text; accepts both alpha and numeric characters.

- Minimum length: 5
- Maximum length: 9

Instructions

- Enter the code indicating the entity, as identified in EEM, receiving funds to provide programs and/or services for the second part of the blend.
- If the fiscal entity for both programs is the same, report the Fiscal Entity Code only and leave Fiscal Entity Code 2 blank. An error will display if the same code is reported in both characteristics.
- The characteristic can only be reported on records indicating an EC Program of "02" (GSRP/Head Start Blend).
- The entity must be identified as "open-active" or "closed-pending" within EEM for the time period reported.

Characteristic Tips

- Report the code for the entity directly receiving the funds, even when that entity chooses to subcontract the provision of the program(s) or services to another entity/agency.
- A different Fiscal Entity Code 2 may be entered in each EC Programs component for a given student.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

School Facility Number

Characteristic – Early Childhood Programs Component

Characteristic System Name

SchoolFacilityNumber

Definition

The five-digit code as assigned to the building in the official Educational Entity Master.

Refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the [EEM web page](https://www.michigan.gov/eem) (<https://www.michigan.gov/eem>).

Use

MiLEAP use these data for compliance, federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

- Required when the early childhood program or service you reported in the EC Programs Component is provided by a public school district in a school building
 - Report the five-digit EEM code for the building where the child receives the program or service.
- The value must contain a valid ISD, LEA, or PSA School or UEP from EEM. Otherwise, the system will generate a record-level error.
- The identified school/facility must have been identified as “open/active” in EEM for the time period of enrollment or the system will generate a record-level error. (Must have an EEM open date equal to or before the EC Program Start Date, and when an EEM closed date is reported, the date must be after the EC Program End Date.)
- You must submit a valid code in this characteristic when the student record also includes the SNE Component (Supplemental Nutrition Eligibility) unless the child is reported in a program affiliated with Head Start. If services are provided in a school building, the School/Facility number should still be reported.
- Required when you report a school-based Delivery Method, otherwise the system will generate a record-level error.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a valid code.

You may leave the characteristic blank when you enter it through the online form unless you are required to submit it by another business rule.

Characteristic Tip

- Include the School/Facility Number when the early childhood programs or services are provided in a school building.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Provider License Number

Characteristic – Early Childhood Programs Component

Characteristic System Name

ProviderLicenseNumber

Definition

The license number assigned to the location a child receives (or received) early childhood services. License numbers are alphanumeric codes that are unique to each provider. Licensed providers are assigned an 11-digit (2 letters, 9 numbers) code by the Michigan Department of Licensing and Regulatory Affairs (LARA). Tribal programs not licensed by the state are assigned a 14-digit (7 letters, 7 numbers) code by the Early Childhood Investment Corporation (ECIC).

Use

Users input their assigned license number to add detail on the location where a child is receiving services. This characteristic is used for longitudinal tracking of children receiving services. Entities can utilize this characteristic to provide a finer granularity of where a child is receiving services.

Citation

State School Aid Act, 388.1619 (Sec. 19)(1), 388.1694a (Sec. 94a)(b), 388.1632d (Sec. 32d)(4)(j)

Specification

Text-free form; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 20

Instructions

- Input the assigned license number into the characteristic for each student.
- This characteristic is required to be submitted for children participating in a GSRP, GSRP/Head Start Blend or Michigan Strong Beginnings. It is also required for children participating in the Head Start program when the delivery method is school based, or community based. The characteristic can be optionally reported for other programs. Report each provider license number that the child is served under in separate EC Programs components.
- Provider license numbers must be in the format of 2 letters followed by 9 numbers or begin with "tribal".
- Users will receive an error in Quality Review when a provider license number submitted is not valid based on licensing data provided by the Department of Licensing and Regulatory Affairs (LARA).

Characteristic Tips

- LARA has a tool that allows users to search for the license number of individual programs. This tool is the [Statewide Search for Child Care Centers and Homes](#).
- Tribal programs can find their provider license number by contacting the ECIC.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

For questions regarding a specific provider license number:

- Providers licensed by the state, contact: LARA Child Care Division at 866-685-0006
- Tribal programs not licensed by the state, contact: Sheila Allen, ECIC at sallen@ecic4kids.org or 517-816-4341

Early Childhood Comment

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECComment

Definition

This characteristic provides users the option of adding a comment to distinguish a child for their own records. This characteristic is optional.

Use

Users can input text and numbers in this field if they need to distinguish a child's record with more detail than is provided in the other characteristics. MiLEAP may occasionally implement a process requesting collection of specific information in this field due to new legislation requirements while a permanent system change is being reviewed or for data only needed for a temporary time period. Temporary use requirements for this field are communicated directly to applicable MSDS users outside this manual.

Citation

None. This is an optional characteristic added to assist entities with associating specific information at the student level.

Specification

Text-free form; accepts both alpha and numeric characters.

- Minimum length: 1
- Maximum length: 50

Instructions

- Input up to 50 characters to add a distinguishing characteristic to the child's record for user purposes.

Characteristic Tip

- This field might be used by an Intermediate School District to distinguish where a child in a non-school setting is receiving services. ISDs may decide to enter the EEM Agreement number or community-based organization's name.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Early Childhood Program

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECProgram

Definition

The early childhood program or service provided to the child.

Use

MiLeap use these data to determine program compliance and funding, and for the EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

Citation

State School Aid Act, MCL 388.1632d(4), 388.1632p(4), Head Start Program Performance Standards, §1302.53(b)(3)

Specification

List of values (choose from list)

Code	Text	Description
01	Great Start Readiness Program	Great Start Readiness Programs are center-based preschool services for children who may be at risk of school failure. Children must be less than 5 years old on September 1 and greater than or equal to 4 years old on December 1 of the current school year. Each child must have at least one of the identified risk factors; at least 90% of the children must live with families having an income that is equal to or less than 250% of the federal poverty level. This program is funded under the State School Aid Act, Section 32d.
02	GSRP/Head Start Blend	A district contracted with a Head Start agency to serve children enrolled in Head Start with a school-day program and blending Head Start funds with a part-day GSRP allocation. All Head Start and GSRP policies and regulations apply to the blended program. Children are concurrently enrolled in both programs and must attend for the full day.

Code	Text	Description
03	Head Start	Children 3 through 5 years of age are served in school districts by local grantees or delegates of the federal Head Start program. Intended to serve children whose family income is at or below federal poverty guidelines, and in some cases up to 130% of the poverty guidelines.
04	Title I Preschool	Children who are not yet age-eligible for kindergarten are served in districts that provide services utilizing Title I, Part A of the Elementary and Secondary Education Act, if they follow current rules for preschool services under Title I.
10	Early Head Start	Children from birth to age 3 are served in school districts by local grantees of the federal Head Start program.
18	Section 32p Early Childhood	Children from birth to age 8 who are receiving early childhood services under Section 32p.
19	Section 32p(4) Home Visitation	Children birth to age 6 or kindergarten entry, who are experiencing factors that place the children at risk of not achieving success in school, being served in home visiting programs.
20	Early Head Start – Child Care Partnership	Children from birth to age 3 who are receiving services where Early Head Start grantees partner with family childcare homes and child-care centers to implement Early Head Start in those settings.
21	GSRP – Wait List	Children who are eligible for the Great Start Readiness Program and as of the Early Childhood Collection Spring reporting end date are waiting for an available slot to open.
22	Michigan Strong Beginnings	Center-based preschool services for children who may be at risk of school failure. Children must be less than 4 years old on September 1 and greater than or equal to 3 years old on December 1 of the current school year. Each child must have at least one of the identified risk factors; at least 90% of the children must live with families having an income that is equal to or less than 250% of the federal poverty level. This program is funded under the State School Aid Act, Section 32t.

Instructions

- Choose/enter the code that represents the early childhood program or service you wish to report.
- Report this characteristic when you submit the EC Programs Component.

Program-Specific Business Rules

- **Great Start Readiness Program:**
 - A child eligible for GSRP must be less than 5 years of age on September 1 of the current school year and greater than or equal to 4 years of age on December 1 of the current school year. The child may only be in one GSRP program at a time statewide.
 - A child in a school-day GSRP program cannot receive a partial day in any other funded classroom program (Head Start, Title I, Special Education full FTE). The blended GSRP/Head Start (school-day) is recorded as program code "02".
 - Report the EC Delivery Method (school or community), the EC Delivery Schedule (part/school day and days per week) and the Federal Poverty Level characteristics.
 - The child should be exited by the end of the program year. Children who meet the age eligibility requirements to enroll in GSRP for a second year should be exited no later than the EOP EC Collection and if re-enrolled the next program year, be submitted in the Fall EC Collection with a new program start date.
 - ISDs are responsible for ensuring GSRP data are reported. GSRP programs must work with their ISD to determine which entity will report this program information in MSDS.
 - Children dually enrolled in GSRP and Head Start should only be reported in the GSRP/Head Start Blend program (program code "02"). They should not be served or reported in separate GSRP and Head Start programs (GSRP program code "01" and Head Start program code "03").
 - An ISD must be reported as the fiscal entity for this program.
 - The Provider License Number, Additional Eligibility Factors, and Qualifying Factors characteristics must be submitted for children participating in a GSRP program. Report each provider license number that the child is served under in separate EC Program components.

- **GSRP/Head Start Blend:**
 - Funding for the child's services must be received from both GSRP and Head Start.
 - The child must be less than 5 years of age on September 1 of the current school year and greater than or equal to 4 years of age on December 1 of the current school year.

- The child may only be in one GSRP program at a time statewide.
- Report the EC Delivery Method (school or community), the EC Delivery Schedule (part/school day, days per week, or extended week/year) and the Federal Poverty Level characteristics.
- The child must be exited by the end of the program year.
- ISDs are responsible for ensuring GSRP data are reported. GSRP programs must work with their ISD to determine which entity will report this program information in MSDS.
- A warning will display if a child in this program is reported in a (separate) Head Start program at the same time.
- An ISD must be reported as the fiscal entity for this program.
- When the Head Start funding source is different than the GSRP funding source, the Head Start fiscal entity should be reported in Fiscal Entity Code 2.
- The Provider License Number, Additional Eligibility Factors, and Qualifying Factors characteristics must be submitted for children participating in a GSRP/Head Start Blend program. Report each provider license number that the child is served under in separate EC Program components.
- **Head Start:**
 - A child in a Head Start program cannot be enrolled in a separate GSRP at the same time. Children dually enrolled in GSRP and Head Start should only be reported in the GSRP/Head Start Blend program (program code "02"). They should not be served or reported in separate GSRP and Head Start programs (GSRP program code "01" and Head Start program code "03").
 - Report the delivery method (school, community or home based) and the delivery schedule (part or full day and days per week).
 - A warning will display if a child in this program is reported with an age of 6 years or greater on or after September 1 of the current school year.
 - The Provider License Number must be submitted for children participating in a Head Start program when the delivery method is school based, or community based. Report each provider license number that the child is served under in separate EC Program components.
- **Title I Preschool or Services:**
 - No program-specific business rules apply.
- **Early Head Start:**
 - Children participating in Early Head Start are generally under 3 years of age. Children 3 or older may participate in some situations, such as the child will be transitioning to Head Start.
- **Sec. 32p, Early Childhood:**

- A warning will display if a child is 8 years of age or older as of November 1 of the current school year.
- An error will display if an ISD is not reported as the Submitting Entity.
- Children who exit this program after the EOP EC Collection Reporting Period should be reported in the Fall Early Childhood Collection with the applicable program exit data.
- **Section 32p(4) Home Visitation:**
 - An error will display if a child in this program is reported with an age of 6 years or greater on September 1 of the current school year.
 - An error will display if a child is reported with an EC Program End Date greater than the child's 6th birthday.
 - An error will display if an ISD is not reported as the Submitting Entity.
 - An error will display if a child in this program is reported with an EC Delivery Method other than "Home Based."
- **Early Head Start – Child Care Partnership:**
 - Only entities identified by MDE should submit records for students in an Early Head Start - Child Care Partnership program in an Early Childhood Collection. For the list of entities, contact the MDE Office of Great Start.
- **GSRP – Wait List:**
 - A child eligible for GSRP must be less than 5 years of age on September 1 of the current school year and greater than or equal to 4 years of age on December 1 of the current school year.
 - An ISD must be reported as the fiscal entity for this program.
 - The following characteristics must be reported when this program option is selected: EC Delivery Method "4" (None – Wait List), Federal Poverty Level, Additional Eligibility Factors, and Qualifying Factors.
- **Michigan Strong Beginnings Program:**
 - A child eligible for Michigan Strong Beginnings must be less than 4 years of age on September 1 of the current school year and greater than or equal to 3 years of age on December 1 of the current school year.
 - A child in a school-day Michigan Strong Beginnings program cannot receive a partial day in any other funded classroom program (Head Start, Title I, Special Education full FTE).
 - Report the EC Delivery Method (school or community), the EC Delivery Schedule (school day and days per week) and the Federal Poverty Level characteristics.
 - The child should be exited by the end of the program year. Children who meet the age eligibility requirements to enroll in Michigan Strong Beginnings for a second year should be exited no later than the EOP EC

MSDS Collection Details

Collection and if re-enrolled the next program year, be submitted in the Fall EC Collection with a new program start date.

- ISDs are responsible for ensuring Michigan Strong Beginnings data are reported. Strong Beginnings programs must work with their ISD to determine which entity will report this program information in MSDS.
- An ISD must be reported as the fiscal entity for this program.
- The Provider License Number, Additional Eligibility Factors, and Qualifying Factors characteristics must be submitted for children participating in the Michigan Strong Beginnings program.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Early Childhood Program Start Date

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECProgramStartDate

Definition

The date (month, day and year) the child first participated in a program or received services through the early childhood program reported.

Use

MiLEAP use these data for grant compliance and for federal and state reporting requirements.

Citation

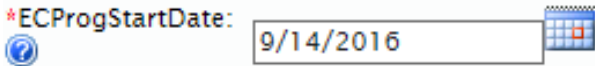
State School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<ECProgramStartDate>**2016-09-14**<ECProgramStartDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

- You are required to report this characteristic when you report the EC Programs Component.
- The date you report in this characteristic must be equal to or after the child's Date of Birth AND must be equal to or before the system date (the current date). The system will generate a record-level error if either rule is not followed.
- The date you report must be equal to or after the open date for the Fiscal Entity as recorded in EEM. The date must also be before the reported closed date in EEM if the Fiscal Entity is closed. [EC Program Start Date >= Fiscal Entity open date AND (if entity is closed) < Fiscal Entity closed date]

Characteristic Tips

- Include a student who receives services during this early childhood program year and who exits prior to October 1 in your Fall Early Childhood Collection.
- A child who meets the age eligibility requirement to enroll in an early childhood program for a second year should be reported with a new program start date in the Fall EC Collection.

MSDS Collection Details

- For children identified as waitlisted for the GSRP program, this date is the date they were placed on the wait list.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Early Childhood Delivery Method

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECDeliveryMethod

Definition

The primary location where the child attends the reported program or receives early childhood services.

Use

MiLEAP use these data to determine program compliance, funding and for federal reporting.

Citation

State School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

Specification

List of values (choose from list)

Code	Text	Description
1	School Based	Programs and/or services are provided within a facility identified in EEM as a school or LEA unique educational provider.
2	Community Based	Programs and/or services are provided in a facility identified in EEM as an ONSR or a facility not listed in EEM.
3	Home Based	Programs and/or services are provided within the child's home.
4	None – Wait List	Child is on GSRP Wait List

Instructions

- When code "1" (School Based) is reported in this characteristic, the School Facility Code must be reported.
- Delivery Method "3" (Home Based) may not be reported for children participating in GSRP, GSRP/Head Start Blend or Michigan Strong Beginnings.
- Delivery Method "3" (Home Based) must be reported for children participating in a 32p(4) Home Visitation program.
- Delivery Method "4" (None – Wait List) may only be reported for program "21" (GSRP – Wait List)

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Early Childhood Delivery Schedule

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECDeliverySchedule

Definition

The primary schedule followed by the child for this program or service.

Use

MiLEAP use these data to determine program compliance, funding and for EDEN preschool headcount submission, as well as for the National Institute for Early Education Research.

Citation

State School Aid Act, MCL 388.1632d(4)

Specification

List of values (choose from list)

Code	Text	Description
01	Part-Day 4 Days Per Week	Program operates a minimum of 3 hours per day, for a minimum of four days per week.
02	Part-Day 5 Days Per Week	Program operates 3 hours per day, 5 days per week.
05	School-Day 4 Days Per Week	Program operates for at least the same length of day as the local school district's/PSA's first grade program, for a minimum of 4 days per week, 30 weeks per year.
06	School-Day 5 Days Per Week	Program operates for at least the same length of day as the local school district's/PSA's first grade program, for 5 days per week, 30 weeks per year (not typically used for GSRP).
07	Served by Family or Group Child-Care Provider	Services provided through a contracted, independent, licensed, family or group child-care provider of Head Start Services (may only be reported for Head Start, Early Head Start, or Early Head Start-Child Care Partnership programs).

Code	Text	Description
08	Other	Program has a district-sponsored delivery system not defined above (may not be reported for GSRP, or Michigan Strong Beginnings).
09	Extended Week/Year	Program operates for at least the same length of day as the local school district's/PSA's first grade program, for 5 days per week, 36 weeks per year (may only be reported for GSRP or GSRP/Head Start Blend).
10	Part-Day Extended Week/Year	Program operates 3 hours per day, 5 days per week, 36 weeks per year.

Instructions

- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program, GSRP/Head Start Blend, Head Start, or Michigan Strong Beginnings (EC Program = "01", "02", "03", or "22").
- Only submit code "08" when the EC Program is a code other than "01" (GSRP), "22" (Michigan Strong Beginnings), otherwise the system will generate an error.
- When the EC Program code is reported as "02" (GSRP/Head Start Blend), you may only submit delivery schedule code "05", "06", or "09". Otherwise, the system will generate an error.
- You may only submit code "07" when the EC Program code is reported as "03" (Head Start), "10" (Early Head Start), or "20" (Early Head Start-Child Care Partnership). Otherwise, the system will generate an error.
- You may only submit code "09" when the EC Program code is reported as "01" (Great Start Readiness Program) or "02" (GSRP/Head Start Blend). Otherwise, the system will generate an error.
- You may only submit code "10", when the EC Program code is reported as "01" (Great Start Readiness Program). Otherwise, the system will generate an error.

Characteristic Tip

- Do not complete this characteristic if your program's schedule is not one of the available choices.
- The delivery schedule for children in the GSRP/Head Start Blended program is school-day. However, the GSRP portion of the grant funding is part-day (the other part of the day is funded by Head Start).

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Federal Poverty Level

Characteristic – Early Childhood Programs Component

Characteristic System Name

FederalPovertyLevelQuintile

Definition

The Federal Poverty Level that a child qualifies for in a Great Start Readiness Program, GSRP/Head Start Blend, or Michigan Strong Beginnings program. CEPI will NOT be collecting any specific income data. The federal term for this characteristic is “poverty guidelines.”

Use

MiLEAP uses these data to determine program compliance, program evaluation and for legislative reporting.

Citation

State School Aid Act, MCL 388.1632d (5)(b), 388.1639; Public Act 249

Specification

List of values (choose from list)

Code	Text	Description
01	0% to 50% FPL	The family is at 0% - 50% of the Federal Poverty Level.
02	51% to 100% FPL	The family is at 51% - 100% of the Federal Poverty Level.
03	101% to 150% FPL	The family is at 101% - 150% of the Federal Poverty Level.
04	151% to 200% FPL	The family is at 151% - 200% of the Federal Poverty Level.
05	201% to 250% FPL	The family is at 201% - 250% of the Federal Poverty Level.
06	251% to 300% FPL	The family is at 251% - 300% of the Federal Poverty Level.
07	301% FPL and above	This code should NO LONGER be used starting with the 2023-24 school year. Use codes 08-11 if FPL is above 300%
08	301% to 350% FPL	The family is at 301% - 350% of the Federal Poverty Level.
09	351% to 400% FPL	The family is at 351% - 400% of the Federal Poverty Level.
10	401% to 450% FPL	The family is at 401% - 450% of the Federal Poverty Level.

Code	Text	Description
11	451% FPL and above	The family is at 451% or greater of the Federal Poverty Level.

Instructions

- Per MDE, a child who has a Qualifying Factor at time of enrollment of “Homeless” or “Foster Care” must be reported with code “01”. For all other children, including those with an eligibility risk factor of IEP recommending placement in an inclusive preschool setting, choose the code that best represents the Federal Poverty Level the child belongs to at time of enrollment.
- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program, GSRP/Head Start Blend, or Michigan Strong Beginnings (EC Program = “01”, “02”, “21” or “22”). This characteristic can optionally be reported for all other EC Programs.
- Please consult the [MDE GSRP Implementation Manual](#), specifically the Eligibility section (and the corresponding resources), for more details on reporting this for children participating in a GSRP.

Characteristic Tip

- You may report this characteristic for all programs; however, you are only required to report it for Great Start Readiness Program, GSRP/Head Start Blend, GSRP – Wait List, and Michigan Strong Beginnings programs.
- Federal Poverty Level reported in MSDS should remain the same throughout the year.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Additional Eligibility Factors

Characteristic – Early Childhood Programs Component

Characteristic System Name

AdditionalEligibilityFactor

Definition

Additional factors used to determine a child’s eligibility for a Great Start Readiness or Michigan Strong Beginnings Program, along with income information collected in the Federal Poverty Level characteristic. For more information, reference the [MDE GSRP Implementation Manual](#).

Use

MiLEAP uses these data to determine program compliance, program evaluation and for legislative reporting.

Citation

State School Aid Act, MCL 388.1632d (5)(b), 388.1639

Specification

List of values (choose from list)

Code	Text	Description
02	Diagnosed disability or identified developmental delay	Child is eligible for special education services or child’s developmental progress is less than that expected for their chronological age, or chronic health issues cause development or learning problems.
03	Severe or challenging behavior	Child has been expelled from preschool or childcare center.
04	Primary and/or home language other than English	English is not spoken in the child’s home; English is not the child’s first language.
05	Parent/guardian with low educational attainment	Parent has not graduated from high school or is illiterate.
06	Abuse/neglect of the child or parent	Domestic, sexual, or physical abuse of child or parent; child neglect issues. Child Protective Services report.

MSDS Collection Details

Code	Text	Description
07	Environmental risk	Parental loss due to death, divorce, incarceration, military service, or absence; sibling issues; teen parent; homeless or without stable housing; residence in a high-risk neighborhood; or prenatal or postnatal exposure to toxic substances.
08	None	The child had no additional factors (02-07).

Instructions

- Report all additional factors used to determine the child’s eligibility for GSRP or Michigan Strong Beginnings. If no factor in addition to income applies, report code “08” None.
- Report this characteristic when the associated early childhood program is Great Start Readiness Program, GSRP/Head Start Blend, GSRP – Wait List, or Michigan Strong Beginnings (EC Program = “01”, “02”, “21”, or “22”). This characteristic cannot be reported for any other EC Programs.
- If the value “None” is selected, no other values can be selected.

Characteristic Tip

- The value(s) reported in MSDS should remain the same throughout the year.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Qualifying Factors

Characteristic – Early Childhood Programs Component

Characteristic System Name

QualifyingFactor

Definition

A list of qualifying factors considered at the time child eligibility was determined for a Great Start Readiness or Michigan Strong Beginnings Program. Qualifying factors are those which automatically prioritize a child for enrollment. For more information, reference the [MiLEAP GSRP Implementation Manual](#).

Use

MiLEAP uses these data to determine program compliance, program evaluation and for legislative reporting.

Citation

State School Aid Act, MCL 388.1632d (5)(b), 388.1639

Specification

List of values (choose from list)

Code	Text	Description
A	Homeless	The child was experiencing homelessness
B	Foster Care	The child was in foster care
C	Qualifying IEP	The child had an individualized education plan recommending placement in an inclusive preschool setting
D	None	The child had no qualifying factors (A-C)

Instructions

- Check all qualifying factors that applied at the time child eligibility was determined for a Great Start Readiness or Michigan Strong Beginnings Program or “none” if none applied.
- Report this characteristic when the associated early childhood program is Great Start Readiness Program, GSRP/Head Start Blend, GSRP – Wait List, or Michigan Strong Beginnings (EC Program = “01”, “02”, “21” or “22”). This characteristic cannot be reported for any other EC Programs.
- When the value “None” is selected, no other values can be additionally reported.
- When the Qualifying Factors characteristic is reported with a value of “Homeless” and/or “Foster Care”, the Federal Poverty Level reported must be 0 – 50% FPL.
- When a child is reported with a value of “Homeless”, then the “Environmental risk” value must be selected in the Additional Eligibility Factors characteristic.
- When a child is reported with a value of “Qualifying IEP”, then the “Diagnosed disability or identified developmental delay” value must be selected in the Additional Eligibility Factors characteristic.

Characteristic Tip

- The value(s) reported in MSDS should remain the same throughout the year.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Early Childhood Program End Date

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECProgramEndDate

Definition

The day (month, day and year) after the child last participated in a program or received services through the early childhood program reported.

Use

MiLEAP use these data for grant compliance, and for federal and state reporting requirements.

Citation

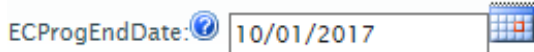
State School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<ECProgramEndDate>2017-10-01</ECProgramEndDate>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

- Report this characteristic in the Early Childhood End-of-Program collection for all children submitted in GSRP, GSRP/Head Start Blend or Michigan Strong Beginnings programs. Children meeting age eligibility requirements to attend for a second year must reapply, and therefore should be reported with new program start dates in the Fall Early Childhood Collection.
- Report this characteristic when you submit a valid code in the EC Program Exit Reason characteristic.
- Report this characteristic when the reported Fiscal Entity is closed in EEM.
- The date contained in this characteristic must be equal to or after the date you reported in the EC Program Start Date for this program, or the system will generate a record-level error.
- Report children in the EOP EC Collection with program exit dates through mid-September. Children exiting programs after mid-September should be reported in the Fall Early Childhood Collection.
- The date you report must be equal to or after the open date for the Fiscal Entity as recorded in EEM. The date must also be before the reported closed date in

EEM if the Fiscal Entity is closed. [EC Program End Date \geq Fiscal Entity open date AND (if entity is closed) $<$ Fiscal Entity closed date]

- For the Fall and Spring early childhood collections this characteristic must be on or before the last day of the reporting period for that collection. Program exits that occur after these collections' reporting periods have ended should be submitted in the next Early Childhood Collection.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form unless it is required by another business rule.

Characteristic Tip

- If a child is no longer receiving services but is reported in the Early Childhood collections without exit information, CEPI assumes that the child is still actively receiving services. It is important to include exit information to provide an accurate account of the services received by the child.
- Include a student who receives services during this early childhood program year and who exit prior to October 1 in your Fall Early Childhood Collection.
- Report Program End Dates in the reporting period in which the exit occurred.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Early Childhood Program Exit Reason

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECProgramExitReason

Definition

The primary reason for the child leaving the reported early childhood program or service.

Use

MiLEAP use these data for grant compliance and federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1632b, 388.1632d, 388.1637, 388.1638; 20 USC 6381i

Specification

List of values (choose from list)

Code	Text	Description
063	Program Completed	A child who enrolled and completed a regularly scheduled or prescribed program. This code applies to children who successfully completed the program OR who have "aged out" of the program or the program has reached the end of the school/program year.
064	Parent Initiated Transfer	Parent makes a request to transfer out of one early childhood program and into another early childhood program (e.g., from Head Start to a Great Start Readiness Program or Early Childhood Special Education). This request results in the child making a transfer prior to completion of the original program.
065	Program Initiated Transfer	Program staff makes a referral to another early childhood program which results in parental consent to transfer the child from the current program into a different early childhood program (e.g., special education referral).
066	Child's Behavior Does Not Meet Expectations	Program staff is not able to accommodate a child with extreme behaviors that may result in injury to other children and staff and/or make program management impossible (e.g., expulsion).

Code	Text	Description
067	Parent Withdrew Child	Parent withdraws child for any reason. (e.g., move from district, no information on subsequent program, etc.)
068	Death of Child	The child has died.
069	Program Termination	The program has closed and is no longer providing services (e.g., license expired, lack of enrollment, insufficient funds, staffing issues, building condemned).
999	Other Reason or Reason Unknown / Un-determined	The child left for a reason other than those above or the reason is unknown.

Instructions

- Choose/enter the code that best represents the reason the child is no longer participating in the early childhood program or service.
- Report this characteristic when you report a valid date in the characteristic EC Program Exit Date.

Characteristic Tip

- Provide a program exit reason whenever you report a child as no longer receiving services.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Early On

Component Overview

The Early On Component is used to collect data in the general collections related to children who are receiving *Early On*. These services may or may not also include special education services. Data collected include the type of services provided to the child, the setting where services are provided, the type of agency coordinating the services, the date of the current Individualized Family Service Plan, and the timely start of services and program exit information when applicable.

There are five components specifically related to *Early On* reporting in MSDS. Each of these components is covered in its own section of this manual.

- Early On
- Early On Services
- Initial IFSP
- Part C Early Childhood Outcomes
- Part B Referral

The Special Education Component must also be reported for *Early On* children who are also receiving Michigan Mandatory special education services.

For further information regarding policy guidance of this component, please refer to MDE's [Early On Michigan](#) website.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Service Coord Agency	List of Values	1	Required	No	1
Primary Service Setting	List of Values	2	Required	No	1
Current IFSP Date	Date	4	Required	No	1
Timely Start of Service	List of Values	5	Required	No	1
Eligibility Reason	List of Values	6	Optional	Yes	1
Part C Exit Reason	List of Values	7	Optional	No	1

MSDS Collection Details

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Part C Exit Date	Date	8	Optional	No	1
Transition IFSP	List of Values	9	Optional	No	1
Transition Conference	List of Values	10	Optional	No	1

Who is responsible for reporting *Early On* data in MSDS?

ISD personnel are responsible for reporting *Early On* data in MSDS. ISD personnel need to work closely with *Early On* program personnel to ensure accurate reporting. Non-ISD staff must work with their local ISD to get the data reported in MSDS. Children receiving special education services are also reported with the Special Education Component. The Special Education Component may be reported in the ISD record along with the *Early On* Component or in a separate record reported by an LEA.

When Is This Component Required?

This component may only be submitted for *Early On* children under the age of 3 who are currently receiving services under an IFSP or for those children who have exited Part C since the last data collection.

Service Coordination Agency

Characteristic – Early On Component

Characteristic System Name

ServiceCoordAgency

Definition

The type of agency that is providing service coordination for this child through Part C.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418 and Sec. 1435(a)(5)(14)

Specification

List of values (choose from list)

Code	Text	Description
DHS	Human Services	Department of Human Services.
ED	Education	Local and intermediate school districts.
HO	Hospital/Medical facility	Any private or public hospital or medical facility.
MH	Mental Health	Department of Community Health, Mental Health Services.
OTH	Other	Any agency type not listed in the categories provided herein.
PH	Public Health	Department of Community Health, Public Health Services.
UKN	Unknown	Used for referrals generated from unknown sources.

Instructions

- Choose/enter the code indicating the type of agency coordinating the *Early On* services for the child.
- Submit this characteristic when you submit the Early On Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Primary Service Setting

Characteristic – Early On Component

Characteristic System Name

PrimaryServiceSetting

Definition

The environment in which the majority of the services are being provided to the child.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1416(b)(2), Sec. 1418(a), and Sec. 1442

Specification

List of values (choose from list)

Code	Text	Description
31	Home	Early intervention services are provided primarily in the principal residence of the child's family or caregivers.
38	Other	Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic and EI center/class for children with disabilities.
41	Community-based	Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include, but are not limited to, child care centers (including family day care), preschools, regular nursery schools, early childhood center, libraries, grocery stores, parks, restaurants and community centers (e.g., YMCA, Boys and Girls Clubs).

Instructions

- Choose/enter the code indicating the environment in which the majority of the child's services are being provided.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Current IFSP Date

Characteristic – Early On Component

Characteristic System Name

CurrentIFSPDate

Definition

The date of the child's most recent individualized family service plan.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418 and Sec.1431

Specification

Date (only); CCYY-MM-DD

Instructions

- Enter the date of the most recent IFSP for this student.
- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<CurrentIFSPDate>2012-03-15</CurrentIFSPDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
- Submit this characteristic when you submit the Early On Component.
- The date reported must be on or before the Pupil Membership Count Day in the respective Fall and Spring general collections, or on or before June 30 in the EOY General Collection, or a record level error will occur.

Characteristic Tip

- If the current IFSP is the child's initial IFSP, the Initial IFSP Component must also be submitted. See the Initial IFSP Component for further details.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Timely Start of Service

Characteristic – Early On Component

Characteristic System Name

TimelyStartOfService

Definition

Indicate the service start status for the services identified on the child’s IFSP.

Use

MDE use these data for compliance, federal and state reporting requirements. Used in federal IDEA Part C Indicator 1 reporting.

Citation

34CFR 303.310(b), 34CFR 303.342(e) and Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1416(b)(2) and Sec.1442

Specification

List of values (choose from list)

Code	Text	Description
1	Timely New Services	All new services were started within 30 calendar days from when a parent/guardian consented to the provision of each early intervention service.
4	No New Services	No new services were started in this period.
5	Untimely: Provider Availability	At least one new service was started late due to provider availability. This could be due to illness, provider’s schedule, or a shortage of providers available.
6	Untimely: Provider Lack of Training or Knowledge or Timeliness or Requirements	At least one new service was started late due to the provider being uncertain regarding timeliness or requirements. Provider may not have been informed one was necessary within required timeframes.
7	Untimely: Other Provider Reason	At least one new service was started late due to some other provider related reason.

Code	Text	Description
8	Untimely with Acceptable Reason: Child or parent unavailable due to illness, hospitalization or death	At least one service was started late due to one of these valid reasons.
9	Untimely with Acceptable Reason: Child or parent unavailable due to family schedule	At least one service was started late due to a valid reason, such as the family was on vacation or the parents work schedule.
10	Untimely with Acceptable Reason: Child or parent unavailable due to parent cancelled appointment or was a no show	At least one service was started late due to either of these valid reasons.
11	Untimely with Acceptable Reason: Unable to contact family	At least one service was started late due to multiple, documented unsuccessful attempts to contact the family.
12	Untimely with Acceptable Reason: Family Moved	At least one service was late due to the family moved.
13	Untimely with Acceptable Reason: Parent did not provide consent for services	At least one service was late due to the parent not providing consent for services.
14	Untimely with Acceptable Reason: Other child or parent reason	At least one new service was started late due to some other valid reason.

Instructions

- Choose/enter the code indicating the timeliness of the start of services being reported.
- Submit this characteristic when you submit the Early On Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Eligibility Reason

Characteristic – Early On Component

Characteristic System Name

EligibilityReason

Definition

The area of developmental delay or the established condition identified on the child's IFSP by which the child's eligibility was determined.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

34CFR Part 303 - § 303.21(a) Infant or toddler with a disability.

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1416(b)(2)

[MDE's Early On State Plan](#) – On page 30, eligibility determination may be determined as established condition or developmental delay.

Specification

List of values (choose from list)

Code	Text	Description
01	Developmental Delay - Cognitive	Experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures in the area of cognitive development.
02	Developmental Delay - Adaptive	Experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures in the area of adaptive development.
03	Developmental Delay - Communication	Experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures in the area of communication development.

Code	Text	Description
04	Developmental Delay - Physical	Experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures in the area of physical development.
05	Developmental Delay - Social Emotional	Experiencing developmental delay, as measured by appropriate diagnostic instruments and procedures in the area of social or emotional development.

Code	Text (Established Condition codes, please refer to the Early On Michigan Established Conditions list)
06	Established Condition – Congenital Anomalies
07	Established Condition – Chromosomal Anomalies
08	Established Condition – Infectious Conditions
09	Established Condition – Endocrine/Metabolic Disorders
10	Established Condition – Other Disorders/Diseases – Neurological Disorders
11	Established Condition – Other Disorders/Diseases – Vision Impairment
12	Established Condition – Hearing Deficiency
13	Established Condition – Other Fetal/Placental Anomalies
14	Established Condition – Exposures Affecting Fetus/Child – Prenatal
15	Established Condition – Exposures Affecting Fetus/Child – Postnatal
16	Established Condition – Chronic Illness - Very Low Birth Weight
17	Established Condition – Chronic Illness - Small for Gestational Age
18	Established Condition – Chronic Illness – Other
19	Established Condition – Developmental Delay – Autism Spectrum Disorder
20	Established Condition – Developmental Delay – Other
21	Established Condition – Mental Health Conditions
22	Eligible under MARSE

Instructions

- Choose/enter the code(s) indicating the Eligibility Reason a child was found eligible for Early On.

MSDS Collection Details

- Report this characteristic when an Initial IFSP has been conducted and determined a child is found eligible for Early On.
- This characteristic should be submitted if there is an updated eligibility reason found.
- If the Eligibility Reason is 22 (Eligible under MARSE), the Special Education component must also be submitted for that child by either the ISD or LEA.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Part C Exit Reason

Characteristic – Early On Component

Characteristic System Name

PartCExitReason

Definition

The reason given for a child discontinuing services through Part C.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec.1418, Sec.1431, and Sec.1442

Specification

List of values (choose from list)

Code	Description	Text
30	Age 2 ½ - 3, Part B eligible	The child has reached age 2 ½ - 3, and is <i>eligible for IDEA, Part B. Part B Eligible</i> refers to a child who has been determined according to State and Federal criteria to have a disability that requires <i>special education and related services</i> and who is receiving services according to an <i>individualized education plan</i> . (This requires a referral to Special Education, Parental Consent for Evaluation and an IEP determining eligibility.)
31	Age 3, Not Part B eligible w/referral	The child has reached age 3, was evaluated and determined not eligible for Part B, and was referred to other programs, which may include preschool learning centers, Head Start (but not receiving Part B services), and child care centers, and/or were referred for other services, which may include health and nutrition services, such as WIC.
32	Age 3, Not Part B eligible w/o referral	The child has reached age 3, was evaluated and determined not eligible for Part B, and was NOT referred to other programs.

Code	Description	Text
33	Age 3, Part B eligibility not determined	The child has reached age 3 and Part B eligibility has not been determined. (An IEP has not been held to determine eligibility.) This includes children: <ul style="list-style-type: none"> • who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported (IEP was not held before the third birthday); • for whom parents did not consent to transition planning. (Parent did not consent to evaluation for Part B eligibility); or • who have reached age 3 and exited without a referral to Part B.
34	Completion of IFSP	The infant or toddler with disabilities has successfully completed their IFSP prior to reaching age three and no longer requires services under IDEA Part C.
35	Deceased	The child died prior to reaching age 3.
36	Moved within state	The child moved from the service area prior to age 3 and is KNOWN to be continuing with Part C services in the new location within the state.
37	Withdrawn	Parents declined all services after an IFSP was in place, or parents declined to consent to ISFP services and provided written or verbal indication of withdrawal from services (prior to the child's third birthday).
38	Unable to contact	Attempts to contact the parent and/or child were unsuccessful. Include any child under the age of 3 who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, documented attempts. Include any child who has not completed their IFSP and exited Part C before reaching age 3. <i>Use this to report exits other than those given, including when a child moves from the service area and is not known to be continuing in Part C services.</i>
39	Moved out of state	The child moved out of state before their third birthday. Do not use for children who have moved within the state (i.e., from one service area to another).

Instructions

- Choose/enter the code that best describes the reason the child is no longer receiving Part C services.
- When this characteristic is reported, a valid date must also be reported in the Part C Exit Date characteristic.

MSDS Collection Details

- When code 30 is submitted, the Part B Referral Component must also be reported.
- When code 35 is submitted, the child can only be reported with a District Exit Status of 12 (Deceased) in the Enrollment Component.
- When code 36 is submitted, the child cannot be reported with a District Exit Status of 19 (Expected to continue in the same school district) in the Enrollment Component.
- When code 39 is submitted, the child can only be reported with a District Exit Status of 09 (Moved out of state) in the Enrollment Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Part C Exit Date

Characteristic – Early On Component

Characteristic System Name

PartCExitDate

Definition

The date on which the child ceased receiving Part C services, which must occur no later than the child's third birthday.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418 and Sec. 1431

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<PartCExitDate>2012-08-14</PartCExitDate>
```
 - The recommended format for entering a date online is MM/DD/CCYY.
- Enter the date the child ceases to receive Part C services.
- A valid exit reason must also be reported in the Part C Exit Reason characteristic.
- The date reported must be on or after the Current IFSP Date.
- The date reported must be on or before Count Day/As Of date.
- A record level error will occur if children are age 3 or older on count day in the Fall or Spring general collections and this characteristic is not reported.
- This characteristic must be reported in the EOY General Collection for children age 3 or older on June 30 or a record level error will occur.
- This characteristic must be reported when the Early On Component is submitted and the child is reported as exiting the district (i.e., District Exit Date in the Enrollment Component is reported).
- When the Early On Component is submitted and this characteristic is blank, the child's Grade or Setting must be reported as "30".
- When this characteristic is reported, the child's age must be 3 or younger on the date reported for Part C Exit Date.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Transition IFSP

Characteristic – Early On Component

Characteristic System Name

TransitionIFSP

Definition

Indicate if the transition plan in the IFSP was completed within the required timeframe (at least 90 days but not more than nine months prior to the toddler’s third birthday).

Use

MDE use these data for state compliance and federal reporting requirements. Required for Part C Indicator 8A federal reporting

Citation

34CFR 303.209(d)(2)

Specification

List of values (Choose from list).

Code	Text	Description
01	Timely	Must be written at least 90 calendar days but not more than nine months prior to the child’s third birthday.
04	Untimely: Provider Availability	The service coordinator or person(s) directly involved in conducting the evaluations and/or assessments was not available to participate in the IFSP meeting to write the transition plan.
05	Untimely: Provider Lack of Training or Knowledge or Timeliness/Requirements	Provider was uncertain regarding transition timeline and/or requirements. Provider may not have been informed about required timelines.
06	Untimely: Other Provider Reason	Untimely due to other provider reason, such as: Transition plan was not written during an IFSP meeting or it was not held when the child was between 27 and 33 months.

Code	Text	Description
07	Untimely with Acceptable Reason: Child or parent unavailable due to illness, hospitalization, or death	Transition plan was untimely because child or parent was unavailable due to illness, hospitalization, or death and is well documented and noted as an exceptional family circumstance.
08	Untimely with Acceptable Reason: Child or parent unavailable due to family schedule	Transition plan was untimely due to a valid reason, such as the family was on vacation or the parents work schedule and is well documented and noted as an exceptional family circumstance.
09	Untimely with Acceptable Reason: Child or parent unavailable due to parent cancelled appointment or was a no show	Transition plan was untimely due to a valid reason such as the child or parent was unavailable because parent cancelled appointment or was a no show. In either instance, it should be well documented and noted as an exceptional family circumstance.
10	Untimely with Acceptable Reason: Unable to contact family.	Transition plan was untimely because provider was unable to contact family. Multiple attempts to contact the family should be well documented and noted as an exceptional family circumstance.
11	Untimely with Acceptable Reason: Family Moved	Transition plan was untimely because the family moved and the provider was unable to contact family. Multiple attempts to contact the family should be well documented and noted as an exceptional family circumstance.
12	Untimely with Acceptable Reason: Other child or parent reason	Transition plan was untimely because of other child or parent reason. The reason should be well documented and noted as an exceptional family circumstance.

Instructions

- Enter the appropriate code that indicates if the transition IFSP was completed within the required timeframe.
- When this characteristic is reported in the Fall or Spring general collections, the child must be 2 or older on the respective Fall and Spring Count Days.

MSDS Collection Details

- When this characteristic is reported in the EOY General Collection, the child must be 2 or older on June 30.
- When this characteristic is submitted in the SRM Collection, the child must be 4 or younger on the As Of Date. The transition conference should be held on or before the child is 2 years 9 months. The rule is set to allow reporting of late (untimely) transition conference.
- An error will display if a child older than 2 years 3 months on the Part C Exit Date whose initial IFSP is prior to 2 years 9 months is not submitted with a transition IFSP.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Transition Conference

Characteristic – Early On Component

Characteristic System Name

TransitionConference

Definition

Indicate if the transition IFSP conference was held within the required timeframe (at least 90 days but not more than nine months prior to the toddler’s third birthday).

Use

MDE use these data for state compliance and federal reporting requirements. Required for Part C Indicator 8A federal reporting

Citation

34CFR 303.209(c)(1)

Specification

List of values (Choose from list).

Code	Text	Description
01	Timely	Held at least 90 calendar days but not more than 9 months prior to the child’s third birthday.
04	Untimely: Provider Availability	The Service Coordinator, a representative of the lead agency or a representative of the LEA was not available to attend the conference.
05	Untimely: Provider Lack of Training or Knowledge or Timeliness/Requirements	Provider was uncertain regarding, or had a misunderstanding of, transition timeline and/or requirements.
06	Untimely: Other Provider Reason	Untimely due to other provider reason, such as: Untimely due to other provider reason, such as: Transition plan was not written during an IFSP meeting or it was not held when the child was between 27 and 33 months.

Code	Text	Description
07	Untimely with Acceptable Reason: Child or parent unavailable due to illness, hospitalization, or death	Transition conference was untimely because parent was unavailable due to illness, hospitalization, or death and is well documented and noted as an exceptional family circumstance.
08	Untimely with Acceptable Reason: Child or parent unavailable due to family schedule	Transition conference was untimely due to a valid reason, such as the family was on vacation or the parents work schedule and is well documented and noted as an exceptional family circumstance.
09	Untimely with Acceptable Reason: Child or parent unavailable due to parent cancelled appointment or was a no show	Transition conference was untimely due to a valid reason such as the parent was unavailable because parent cancelled appointment or was a no show. In either instance, it should be well documented and noted as an exceptional family circumstance.
10	Untimely with Acceptable Reason: Unable to contact family	Transition conference was untimely because provider was unable to contact family. Multiple attempts to contact the family should be well documented and noted as an exceptional family circumstance.
11	Untimely with Acceptable Reason: Family Moved	Transition conference was untimely because the family moved and the provider was unable to contact family. Multiple attempts to contact the family should be well documented and noted as an exceptional family circumstance.
12	Untimely with Acceptable Reason: Other child or parent reason	Transition conference was untimely because of other child or parent reason. The reason should be well documented and noted as an exceptional family circumstance.
13	Parent did not provide approval for Conference	Parent did not provide approval to have a conference.

Instructions

- Enter the appropriate code that indicates if the transition IFSP conference was held within the required timeframe.
- When this characteristic is submitted in the Fall or Spring general collections, the child must be 4 or younger on the respective Fall and Spring Count Days. The transition conference should be held on or before the child is 2 years 9

months. This rule is set to allow reporting of late (untimely) transition conferences.

- When this characteristic is submitted in the EOY General Collection, the child must be 4 or younger on June 30. The transition conference should be held on or before the child is 2 years 9 months. The rule is set to allow reporting of late (untimely) transition conferences.
- When this characteristic is submitted in the SRM Collection, the child must be 4 or younger on the As Of Date. The transition conference should be held on or before the child is 2 years 9 months. The rule is set to allow reporting of late (untimely) transition conferences
- A warning will display when this characteristic is blank, and the child is older than 2 years 9 months, and the Special Education Component is reported.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Early On Services

Component Overview

The Early On Services Component is used to collect the types of services, the length of time services were provided, and the frequency of services delivered to children receiving *Early On* programs or services.

The component may be reported 5 times to capture each service code a child is receiving services under.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Service Code	List of Values	1	Required	No	1
Length in Minutes	Numerical	2	Required	No	1
Frequency of Service	Numerical	3	Required	No	1

When Is This Component Required?

This component is required in each collection that a child is reported with the Early On component. This component is also required to be reported to capture the services provided during the Initial IFSP evaluation when a child is determined eligible but services are declined or are found not eligible for Early On.

Service Code

Characteristic – Early On Services Component

Characteristic System Name

ServiceCode

Definition

These codes describe the type of services provided through Part C.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418 and Sec.1431, State School Aid Act, MCL 388.1654d.

Specification

List of values (choose from list)

Code	Text	Description
801	Audiology	Identification of children with auditory impairment
802	Family Training, Counseling and Home Visits	Services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part in understanding the special needs of the child and enhancing the child's development.
803	Health Services	<p>Services necessary to enable a child to benefit from the other early intervention services under this part during the time that the child is receiving the other early intervention services.</p> <p>The term includes such services as:</p> <ol style="list-style-type: none"> 1. Clean intermittent catheterization, tracheotomy care, tube feeding, the changing of dressings or colostomy collection bags, and other health services; and 2. Consultation by physicians with other service providers concerning the special health care needs of eligible children that will need to be addressed in the course of providing other early intervention services.
804	Medical Services	Only for diagnostic or evaluation purposes means services provided by a licensed physician to determine a child's developmental status and need for early intervention services.

Code	Text	Description
805	Nursing Services	<ol style="list-style-type: none"> 1. The assessment of health status for the purpose of providing nursing care, including the identification of patterns of human response to actual or potential health problems; 2. Provision of nursing care to prevent health problems, restore or improve functioning, and promote optimal health and development; and 3. Administration of medications, treatments and regimens prescribed by a licensed physician.
806	Nutrition Services	Assessing, developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part.
807	Occupational Therapy	Services to address the functional needs of a child related to adaptive development, adaptive behavior and play, and sensory, motor, and postural development.
808	Physical Therapy	Services to address the promotion of sensorimotor function through enhancement of musculoskeletal status, neurobehavioral organization, perceptual and motor development, cardiopulmonary status, and effective environmental adaptation.
809	Psychological Services	Assessing, planning and managing a program of psychological services, including psychological counseling for children and parents, family counseling, consultation on child development, parent training, and education programs.
811	Transportation	Travel (e.g., mileage or travel by taxi, common carrier, or other means) and other costs (e.g., tolls and parking expenses) that are necessary to enable a child eligible under this part and the child's family to receive early intervention services.
812	Social Work Services	Supportive services provided by a social worker unique to each family's situation. Those supports can include emotional support, identifying and coordinating community resources, parent education, counseling and crisis intervention.
813	Special Instruction	Design and application of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction.
814	Speech-Language Pathology	Identification & provision of services for children with communication or language disorders and delays in development of communication skills.

Code	Text	Description
816	Assistive Technology	Assistive technology service means a service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device. (<i>Assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.</i>)
817	Vision Services	Identification, evaluation, assessment and assistance with services for children found with visual functioning disorders.
818	Service Coordination	Assistance and services provided by a service coordinator to a child eligible under this part and the child's family that are in addition to the functions and activities included under Sec. 303.23.
819	Sign Language and Cued Language	Teaching sign language, cued language, and auditory/oral language, providing oral transliteration services (such as amplification), and providing sign and cued language interpretation.

Instructions

- Choose/enter the code indicating the Part C services provided to the child.
- The component may be reported 5 times to capture each service code a child is receiving services under.
- Submit this characteristic when you submit the Early On Services Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Length in Minutes

Characteristic – Early On Services Component

Characteristic System Name

LengthInMinutes

Definition

The total minutes of services provided during the collection cycle.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418 and Sec.1431, State School Aid Act, MCL 388.1654d.

Specification

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 6
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 500,000

Instructions

- Enter the total number of minutes the child received services for the Service code selected during the collection cycle.
- Submit this characteristic when you submit the Early On Services Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Frequency of Services

Characteristic – Early On Services Component

Characteristic System Name

FrequencyOfService

Definition

The number of Early On service contacts within the collection cycle.

Use

MDE use these data for compliance, federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418 and Sec.1431, State School Aid Act, MCL 388.1654d.

Specification

Whole number (integer) data type, format: NNN

- Minimum length: 1
- Maximum length: 3
- Minimum value: 0 (leading zeros not accepted)
- Maximum value: 500

Instructions

- Enter the number of service visits a child received during the collection cycle.
- Submit this characteristic when you submit the Early On Services Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Early Reading Deficiency

Component Overview

Section 35a of the State School Aid Act provides funding to districts for additional instructional time to pupils in grades K-3 who have been identified as needing additional supports and interventions in order to be reading at grade level by the end of grade 3.

The Early Reading Deficiency Component is being used to collect growth data for students identified with a reading deficiency. MDE interprets growth as identifying whether a student still has reading deficiencies by the end of the school year if they were identified with a deficiency at the beginning of the school year. This Component will also be used to identify what additional services are being provided to pupils with reading deficiencies. For more information, please visit the following link: [Additional Instructional Time Grant](#).

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Maximum Occurrences
Reading Deficiency Identified	Yes/No	1	Required	No	1
Reading Deficiency Continuation	Yes/No	2	Conditional	No	1
Reading Deficiency Activities	List of Values	3	Conditional	Yes	Unbounded (1 per code)*

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

When Is this Component Required?

If your district received the Section 35a Additional Instructional Time Grant, then you are required to report the Early Reading Deficiency Component for all K-3 students.

Fall, Spring and SRM Collections

In these collections, you must submit the Early Reading Deficiency Component when a student has exited the district (District Exit Status not equal to "19" or "00" in the Enrollment Component) after the start of the current school year (District Exit Date after September 1 of the current school year), otherwise the system will generate a record-level error unless the student meets one of the criteria for exemption listed at the end of this section.

End-of-Year General Collection

You are required to submit the Early Reading Deficiency Component for all K-3 students reported in the EOY General Collection who do not meet one of the criteria for exemption listed at the end of this section.

Exempt Students

You are not required to report the Early Reading Deficiency Component for students who meet one of the following criteria:

- **Nonpublic student** – The student is reported with code “04” (Non-resident nonpublic school student) or “08” (resident nonpublic school student) in the Student Residency characteristic in the Membership Component.
- **Home-schooled student** – The student is reported with either code “07” (Home-schooled non-resident) or “15” (Home-schooled resident) in the Student Residency characteristic in the Membership Component.

Reading Deficiency Identified

Characteristic – Early Reading Deficiency Component

Characteristic System Name

ReadingDeficiencyIdentified

Definition

A reading deficiency was identified during the current school year.

Use

These data are used for state reporting to determine if a student had a reading deficiency any time during the school year.

Citation

State School Aid Act, MCL 388.1635a(6)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry)

Instructions

- If Reading Deficiency Identified = 'Yes', then the Reading Deficiency Continuation and Reading Deficiency Activities characteristics must be submitted.
- If Reading Deficiency Identified = 'No', then the Reading Deficiency Continuation characteristic cannot = 'Yes'.

If you have questions about this characteristic, please contact:

MDE Early Literacy in the Office of Educational Supports at MDE-EarlyLiteracy@michigan.gov.

Reading Deficiency Continuation

Characteristic – Early Reading Deficiency Component

Characteristic System Name

ReadingDeficiencyContinuation

Definition

A reading deficiency still exists at the end of the school year.

Use

These data are used for state reporting to determine if a student still has a reading deficiency at the end of the school year.

Citation

State School Aid Act, MCL 388.1635a(6)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry)

Instructions

- Reading Deficiency Continuation is required to be submitted if the Reading Deficiency Identified characteristic = 'Yes'.

If you have questions about this characteristic, please contact:

MDE Early Literacy in the Office of Educational Supports at MDE-EarlyLiteracy@michigan.gov.

Reading Deficiency Activities

Characteristic – Early Reading Deficiency Component

Characteristic System Name

ReadingDeficiencyActivities

Definition

The type of additional instructional time related activities delivered to the student.

Use

These data are used for state reporting to determine what additional instructional time grant related activities are delivered to students with reading deficiencies.

Citation

State School Aid Act, MCL 388.1635a(6)

Specification

List of values (choose from list)

Code	Text	Description
01	Before School	Additional instruction was provided before school.
02	During School	Additional instruction was provided during school.
03	After School	Additional instruction was provided after school.
04	Summer Program	Additional instruction was provided during a summer program.
05	Other Allowable Grant Activities	Allocated funding was used for other allowable grant activities.
06	Read at Home Plan	Provided parents, legal guardians, or other providers of care for the pupil with a "Read at Home" plan.

Instructions

- Choose/enter the code that represents the additional instructional time grant related activity that a pupil received.
- This characteristic must be submitted if the Reading Deficiency Identified characteristic = 'Yes'.

If you have questions about this characteristic, please contact:

MDE Early Literacy in the Office of Educational Supports at [MDE-
EarlyLiteracy@michigan.gov](mailto:MDE-EarlyLiteracy@michigan.gov).

Enrollment

Component Overview

The data collected in the Enrollment Component indicate the student's current enrollment status with the operating district.

There are dependencies between characteristics in the Enrollment Component and:

- Discipline Component – Initial/Secondary/Other Consequence characteristics
- Early On Component – Current IFSP Date and Part C Exit Date characteristics
- General Ed FTE Component – General Ed FTE characteristic
- Initial IEP Component – Result of Initial IEP characteristic
- Personal Core Component – Date of Birth characteristics
- Program Participation Component – Program Eligibility Participation characteristic
- School Demographics Component – Operating District, School Facility Number, Grade or Setting characteristics
- Special Education Component – Section 52 FTE, Section 53 FTE characteristics

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Enrollment Date	Date (only)	1	Conditional	No	1
Exit Status	List of Values	2	Required	No	1
Exit Date	Date (only)	3	Conditional	No	1
Additional Graduation Award	List of Values	4	Conditional	Yes	*Unbounded (1 per code)

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, schema errors will generate for any record containing more than one occurrence of each code on the value list.

School Demographics	Personal Demographics	Contacts	Enrollment	Membership	General
EnrollmentDate:	<input type="text" value="9/7/2021"/>				
*DistrictExitStatus:	<input type="text" value="19-Expected to continue in the same school district"/>				
District Exit Date:	<input type="text"/>				
Additional Graduation Award:	<input checked="" type="checkbox"/> 01-Associate Degree <input type="checkbox"/> 02-60 Transferrable College Credits <input type="checkbox"/> 03-Professional Certification <input checked="" type="checkbox"/> 04-Michigan Early Middle College Association (MEMCA) Certificate <input type="checkbox"/> 05-Registered Apprenticeship Program				

When Is This Component Required?

You are required to submit the Enrollment Component when you submit student data through any of the three General Collections and the Student Record Maintenance Collection. This component may also be submitted as an optional component within the Request for UIC Collection.

Reporting Exited Students

Please remember that **simply not reporting students does not remove them from your district's enrollment roster. Neither does reporting students with exit information in a non-certified collection, such as Request for UIC.** To officially exit a student from your district, the student exit data must be included in the certified data for one of the three General Collections (Fall, Spring or End-of-Year) or certified through the Student Record Maintenance Collection. Only certified data will update the student's official enrollment status.

Failing to exit students through a certified MSDS collection can significantly impact your district's assessment rosters, attendance data, and graduation and dropout rates, and school accountability index.

Enrollment Date

Characteristic – Enrollment Component

Characteristic System Name

EnrollmentDate

Definition

The month, day and year of the first day a student participated in education programs and/or services with the reported operating district.

Use

MDE use these data for validating membership, assigning accountability and for ESSA.

Citation

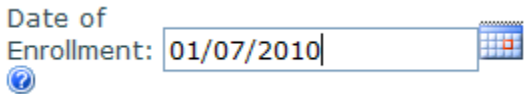
State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
XML format is CCYY-MM-DD. Sample:

<EnrollmentDate>2010-01-07</EnrollmentDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

- This date must be on or after the student's Date of Birth (Enrollment Date > = Date of Birth).
- For General Collections, this date must be on or prior to the collection count date. For the SRM Collection, this date must be on or prior to the As of Date.
- This date must be on or prior to the system date (may not be a future date).
- This date must be on or after the open date and (if the entity is closed) earlier than the close date for the Operating District in EEM.
(EEM district open date = < Enrollment Date < EEM district close date)
- You must submit a valid date in this characteristic unless the code reported in District Exit Status is "00".

Characteristic Tips

- If a student exits the district and then reenrolls, report the date of reenrollment. The date should not change if a student moves to another building within the same district

MSDS Collection Details

(for example, moving from elementary to junior high, or from junior high to high school).

- For Early On children not already enrolled in the district, use the initial IFSP date as the enrollment date.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

District Exit Status

Characteristic – Enrollment Component

Characteristic System Name

ExitStatus

Definition

The student’s current enrollment status with the operating district or primary reason the student is no longer enrolled in the school district.

Use

MDE and CEPI use these data for determining membership, assigning accountability and Primary Education Providing Entity (PEPE), graduation and dropout rate calculations, and ESSA, Perkins and IDEA reporting.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311; Carl D Perkins Career and Technical Education Act of 2006. Section 113 (CTE); Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

Specification

List of values (choose from list)

Code	Text	Description
00	Not Enrolled	Student is served but not enrolled in your district. When this code is reported the record may only contain these components: Submitting Entity, Personal Core, School Demographics, Personal Demographics, Contacts, Enrollment, Membership, Initial IEP, and Initial IFSP.
01	Graduated from general education with a high school diploma	Student earned a high school diploma. Includes the following: <ul style="list-style-type: none"> - Early graduates who earn high school diplomas. - Students with an IEP who met the Michigan Merit Curriculum graduation requirements. Exclude any students who met IEP requirements but did not receive a high school diploma.

Code	Text	Description
02	Graduated from general education with a high school diploma and applied to a degree-granting college or university	Student earned a high school diploma and, to the best of the district's knowledge, enrolled in a two- or four-year degree-granting college or university.
03	Graduated from an alternative program with a high school diploma	Student earned a diploma from an alternative program in a regular high school or a separate building.
04	Graduated from general education with a high school diploma and applied to a non-degree granting institution.	Student earned a diploma and, to the best of the district's knowledge, enrolled in a non-degree-granting institution (e.g., trade, technical, vocational, or business school).
05	Completed general education with an equivalency certificate	Student passed the GED or HSE examination.
06	Completed general education with other certificate	Student completed school with some other type of certificate, such as a certificate of attendance/completion or a district competency test.
07	Dropped out of school	<ul style="list-style-type: none"> - The student, upon reaching age 16, stopped attending school and no reason was given, OR - Student with an IEP left school before reaching age 26 as of September 1 of the current school year without completing their educational program.

Code	Text	Description
08	Enrolled in another public school district in Michigan	Student moved to another public school district in Michigan and is known to be continuing in education. This code is also used for students who withdraw from a district to attend a public in-state cyber school or virtual school. Movement to another district includes moving to state institutions, except when the student is incarcerated (see code "13"). The student's residency may or may not change districts. NOTE: Movement is referring to the student's enrollment, not necessarily their home address.
09	Moved out of state	Student physically moved outside the original district of residence to another state or country. Includes foreign exchange students returning to their home country.
10	Expelled from the school district (no further services)	Student has been expelled from school by official board action and is no longer received services by the school district. This does not pertain to the following: <ul style="list-style-type: none"> - Students with an IEP receiving special education programs/services on long-term suspension - Students placed in an alternate educational setting within the district. - Students expelled for less than the remainder of the current school year and continue to receive services. Report these students with code "19" (expected to continue).
11	Enlisted in military or Job Corps prior to graduation	Prior to graduation, the student left the school district to enlist in a branch of the U.S. Military.
12	Deceased	The student has passed away.
13	Adjudicated	The student is placed under jurisdiction of a juvenile or criminal justice authority. The student may continue to receive educational services from a PSA-, LEA- or ISD-run program. NOTE: If the student is placed in a facility where the educational program is run by the current district, the student's exit status should be entered as "19" (expected to continue).

MSDS Collection Details

Code	Text	Description
14	Enrolled in home school	Student has withdrawn from the district and receives instruction offered in a home for reasons other than health. This code is also used for students who withdraw from a district to attend an out-of-state cyber school or virtual school. An out-of-state cyber school or virtual school is not a registered school in Michigan. This can be confirmed by checking to see if the school exists in the Educational Entity Master.
15	Enrolled in nonpublic school	Student has withdrawn from the district to attend a nonpublic school, such as a parochial school. This code is also used for students who withdraw from a district to attend a nonpublic in-state cyber school or virtual school. It is also used for nonpublic students who have been taking non-core classes from the district, who are no longer receiving services, and are continuing in their nonpublic setting. NOTE: This code should not be used for students transferring to a Public School Academy. Use code "08".
16	Unknown	The current status of the student is unknown. For graduation/dropout reporting purposes, this student is considered a dropout, unless they can be located in another district.
17	Placed in a recovery or rehabilitative program	Student was placed in a recovery program, rehabilitative program or under psychiatric care. The student may continue to receive educational services from a PSA-, LEA- or ISD-run program. NOTE: If the student is placed in a facility where the educational program is run by the current district, (either homebound or hospitalized), the student should be reported as code "19" (expected to continue).
18	Left adult education	Participant is no longer enrolled in an adult education program.
19	Expected to continue in the same school district	The student is expected to continue normal matriculation through the educational system in the same district.

Code	Text	Description
20	Special education - Received certificate of completion	Student exited their educational program by receiving a modified high school diploma, a certificate of completion of high school or educational program, or some similar document. NOTE: Student must be identified as a special education participant with a valid code in the Primary Disability characteristic in the Special Education Component.
21	Special education - Reached maximum age and exited the K-12 system	Student reached age 26 as of September 1 of the current school year and is no longer eligible to attend school. NOTE: The student must be identified as eligible for special education programs/services with a valid code in the Primary Disability characteristic in the Special Education Component.
30	Exited early childhood or <i>Early On</i> program/service	Child has left early childhood or <i>Early On</i> program/service and will not be continuing in the district. NOTE: If the child has left their program and will subsequently be entering kindergarten in the district, report as "19" (expected to continue).
40	Graduated from a Middle College with both a high school diploma and an associate degree or other advanced certificate	Student has graduated from an early middle college with a high school diploma AND one or more of the following: associate degree, 60 transferrable college credits, professional certification, MEMCA certificate, and/or acceptance into a registered apprenticeship.
41	Graduated from a Middle College with only a high school diploma	Student has completed the requirements for a high school diploma but did not earn a post-secondary degree or certificate while enrolled in an established early middle college program.
42	Graduated from another district	Shared student has exited the reporting district and has been issued a high school diploma from a different district. NOTE: This code should only be used when another district is responsible for the graduation of the student. If no other district reports this student as graduating, the student will appear as a dropout on the reporting district's graduation/dropout report.

Instructions

- Choose/enter the code that best represents the student's status within the educating district on the legislated count day or the date reported in the As Of Date characteristic in the Student Record Maintenance Component. (NOTE: For the EOY General Collection, report the student's status on the last day of school.)
- You are required to submit this characteristic when you submit the Enrollment Component.
- If you report this characteristic with code "00" (Not enrolled):
 - Do not submit the Enrollment Date.
 - Do not include any components in the record other than Enrollment, School Demographics, Initial IEP, Initial IFSP, Personal Core, Personal Demographics, Contacts, Membership, and Submitting Entity.
 - The Initial IEP Component must be submitted with code "2" (found not eligible) or "3" (found eligible, services refused) in the Results Of Initial IEP characteristic (Fall and Spring collections only). Code "1" (found eligible) may be reported in the EOY collection if services will not begin until the following school year.
- If you report this characteristic with code "10" (Expelled), you must report at least one Discipline Component with code "5" (Expulsion) in one of the Initial/Secondary/Other Consequence characteristics.
- If you report this characteristic with code "18", then Grade or Setting must contain code "20" (Adult Education).
- If you report this characteristic with code "19" or "00", then District Exit Date must be blank.
- If you report this characteristic with a code other than "19" or "00", then District Exit Date must contain a valid date.
- If the sum of General Ed. FTE, Section 52 FTE, and Section 53 FTE is greater than 0.00, then this characteristic must contain code "19." (FTE data are reported in the General Ed. FTE and Special Education components.)
- If you report this characteristic with code "19," the student cannot have a cohort status of "graduated."
- If you report this characteristic with code "19," the student cannot have a cohort status of "GED Completer" unless they are receiving Special Education services (reported with the Special Education Component).
- If you report this characteristic with code "20" or "21", you must also report the Special Education Component with a valid code reported in the Primary Disability characteristic (Only students participating in special education programs or services may be reported with code "20" or "21".)
- If you report this characteristic with code "21", then the student must be 25 years old or older on September 1 of the current school year.
- If you report this characteristic with code "30", then Grade or Setting must contain code "30" (Early Childhood/*Early On*).
- If you report this characteristic with code "01", "02", "03", "04", "40", "41", or "42", then the Grade or Setting reported must be "09", "10", "11", "12", "14", or "20"; otherwise, an error will occur. (Students reported with a District Exit Status code indicating graduation must be reported in a high school grade, special education transition, or adult education.)
- If you report this characteristic with code "01", "02", "03", "04", "05", "06", "07", "11", "40", "41", or "42", then the student's age should be 16 years of age or older;

otherwise, a warning will occur. (It is unusual for a student who is less than 16 years of age to be reported with this exit status.)

- If you report this characteristic with code "40" or "41", then one of the Program Eligibility Participation characteristics (Program Participation component) must be "3500" (Early Middle College).
- If you report this characteristic with code "40", then the Additional Graduation Award characteristic must be submitted.
- If a student completed an EMC program, regardless of whether an additional award was obtained, they must be reported as exiting the district with District Exit Status codes "40" or "41" and reported with Program Participation code "3500".

Characteristic Tips

- Report students with code "19" (expected to continue) unless they are no longer participating in any educational services or programs provided by the district.
- To officially exit a student from your district, the student exit data must be included in the certified data for one of the three General Collections (Fall, Spring or EOY) or certified through the Student Record Maintenance Collection. Only certified data will update the student's official enrollment status.
- If the student has been expelled but continues to receive services, report an exit code of "19". Use an exit code of "10" only for students who are expelled and no longer receive services from the school district. In both of these expulsion scenarios, also complete the appropriate characteristics in the Disciplinary Incident and Disciplinary Consequence components.
- NOTE: If the student has transferred to another school or facility building within the same school district, the District Exit Status should remain "19" (expected to continue).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

For questions related to **students with disabilities receiving special education programs/services**, contact the [MDE Office of Special Education](#) at 888-320-8384.

For questions about **children birth through 5 years old**, contact the MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004.

For questions about **adult education**, contact Sandy Thelen, Workforce Development Agency at thelens@michigan.gov or 517-373-3395.

District Exit Date

Characteristic – Enrollment Component

Characteristic System Name

ExitDate

Definition

The month, day and year of the first day after the date a student last attended school, graduated or became known officially to have left the district's educational setting.

Use

MDE and CEPI use these data for graduation cohort calculations, PEPE determination, and for ESSA and IDEA reporting.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

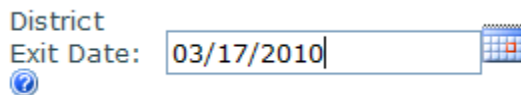
Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<ExitDate>2010-03-17</ExitDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



- Enter the date that corresponds to the day after the student left the district or terminated their education program or service.
- The date reported must be after the date reported in the Enrollment Date characteristic (Exit Date > Enrollment Date).
- The date reported must be after the open date and (if the entity is closed) earlier than the close date for the Operating District in EEM (EEM district open date < Exit Date < EEM district closed date).
- If the District Exit Status characteristic does not contain code "19" or "00", then this characteristic must contain a valid date or an error will occur.
- If District Exit Status contains the code "19" or "00", then the District Exit Date must be blank or an error will occur.
- If the District Exit Status contains code "01", "02", "03", "04", "05", "06", "40", "41", or "42", then the District Exit Date may be a future date within the current school year.

Otherwise, the District Exit Date must be before or the same as the current system date or an error will be generated.

- For the Fall and Spring General Collections, the date reported must be on or before the collection count date. For the EOY General Collection, the date must be on or before June 30. (Report exits that occur after these dates in the next General Collection or SRM Collection.)
- If District Exit Date contains a valid date, then you must report the Attendance Component unless the student record meets one of the following criteria:
 - The Student Residency characteristic contains code "04", "07", "08", or "15".
 - The code reported in the characteristic Grade Or Setting is "20" or "30".
 - The date reported in this characteristic is on or before September 1 of the current school year.
 - The characteristic Program Eligibility Participation contains code "9229" and the sum of Section 52 FTE and Section 53 FTE is not greater than 0.00.

Characteristic Tip

- For the EOY General Collection, this date should reflect the student's status as of the last day of the academic school year (e.g., if the student is graduating at the end of the academic school year, the date in this field would be the day after the last day of the academic school year).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Additional Graduation Award

New Characteristic – Enrollment Component

Characteristic System Name

AdditionalGraduationAward

Definition

The additional award earned by a student in addition to a high school diploma as the result of successfully graduating from an early middle college program.

Use

MDE use these data for federal and state reporting.

Citation

State School Aid Act, MCL 388.1661b(3)(f), MCL 388.1619(2)

Specification

List of values (choose from list)

Code	Text	Description
01	Associate Degree	An undergraduate degree conferred by a public or private college or university.
02	60 Transferrable College Credits	60 or more transcribed, transferrable college credits awarded by an eligible public or private college or university without an associate degree, or 60 or more transcribed, transferrable college credits awarded by an eligible public or private college or university in addition to an associate degree.
03	Professional Certification	A professional certification is a certificate or industry-recognized credential for which a pupil prepares by taking coursework provided by a public or private college or university.
04	Michigan Early Middle College Association (MEMCA) Certificate	Certificate awarded by a MEMCA authorized district to an EMC student who completes 15 transcribed, non-remedial college credits awarded by a public or private college or university and 70+ hours of community service, or career and college readiness activities.
05	Registered Apprenticeship Program	Accepted to, participating in or completed a Department of Labor Registered Apprenticeship.

Instructions

- Choose/enter the code that represents the graduation award(s) that the student obtained as the result of a successfully graduating from an early middle college program.
- If a student earned an associate degree and an additional 60 or more college credits (or second associate degree), report both code 01 (Associate Degree) and code 02 (60 Transferrable College Credits). Code 02 should not be additionally reported for students that earned an associate degree, but not 60 or more credits in addition to that degree. In this instance report only code 01 (Associate Degree).
- If exit code "40" is reported for the District Exit Status Characteristic, then this characteristic must be submitted.
- Only students reported with exit code "40" may be reported with this characteristic.

Characteristic Tip

- Only report this characteristic if exit code "40" is reported for the District Exit Status Characteristic.
- Codes 01 and 02 may be selected at the same time when a student achieves an associate degree plus an additional 60 or more college credits by the end of his/her fifth year of high school. If this situation does not apply, only select one of the two options.

If you have questions about this characteristic, please contact:

Stacey Stover, MDE Office of Career and Technical Education, at stovers@michigan.gov or 517-281-4287

General Education FTE

Component Overview

The General Education FTE Component is the vehicle for claiming membership in general education for a student enrolled in your district. You must report students who are eligible for general education FTE with the General Education FTE Component in order for the applicable FTE to be assigned to the district. **If you fail to submit the FTE data in the record of a student for whom you are claiming membership, you will receive no foundation payment for that student.**

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
General Education FTE	Decimal Number	1	Optional	No	1

*General Ed FTE:

When Is This Component Required?

General Education FTE is an optional component. However, you must submit the data when applicable for each student. **If you fail to submit General Education FTE in the record of a student for whom you are claiming general education membership, you will receive no foundation payment for that student.**

NOTE: Only report the total amount of FTE eligible to be claimed for the general education services received by the student in the General Education FTE Component. Special Education FTE (Section 52 and Section 53) must be reported in the Special Education Component.

Reminder: **OPTIONAL** does *not* mean you do not have to report the data when they are applicable to the student. It means that the **MSDS application** cannot determine when or for which students you are **required** to report the data. Each reporting entity is responsible for identifying when it must report the data, based on program requirements.

Total FTE

You may submit FTE in the General Education FTE Component for general education and in the Special Education Component for special education services; however, the total reported FTE for a full-time student may not be greater than 1.00. Shared time students (reported with residency codes 04, 07, 08, and 15) cannot exceed a total of .75 FTE.

Early Middle College students may be counted for a total of more than 1.0 FTE if they are enrolled for more than the minimal number of instructional days and hours. Since MSDS does not allow FTE greater than 1.0 to be reported, the additional FTE must be added by districts' ISD auditors. The auditors will need to add the FTE via an aggregate level (not student level) adjustment in the audit form and narrative after the collection has been certified. In the audit narrative, auditors should use the specific finding prescribed by MDE, enter the number of pupils affected, total FTE change, and put the affected UICs in the comments.

Out-Of-State Students

Students who are not residents of the State of Michigan for FTE membership should still be reported if they are being served by your district. Report these students with the code "9110" in the Program Eligibility Participation characteristic and omit the Resident LEA Number characteristic. FTE cannot be claimed.

General Education FTE

Characteristic – General Education FTE Component

Characteristic System Name

GeneralEdFTE

Definition

The full-time equivalency for which the student receives educational programs and/or services from the operating district. FTE is an individual pupil's pro rata share of membership.

For more detailed FTE information, please refer to the [Pupil Accounting Manual](#) and Section 6 of the [State School Aid Act](#).

Use

MDE uses these data for state school aid foundation payments.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606(6), 188.1606(8) 388.1606a, 388.1606b, 388.1618, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

Decimal number data type with a fixed length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

Instructions

- Report the total amount of eligible FTE for **general education services received by the student** in this characteristic. Special Education FTE must be reported in the Special Education Component (Section 52 FTE and Section 53 FTE characteristics).
- **For students not reported with residency codes 04, 07, 08, or 15, the** reported value must be equal to or greater than zero but not greater than 1.00 (General Ed FTE = > 0.00 and = < 1.00).
- **For students reported with residency codes 04, 07, 08, or 15, the** reported value must be equal to or greater than zero but not greater than .75 (General Ed FTE = > 0.00 and = < .75).
- If the reported value is greater than zero (General Ed FTE > 0.00), the student must meet one of the following **age requirements**:
 - **Less than twenty years of age** (age < 20) as of September 1 of the current school year **AND five years of age or older** (age >= 5) as of December 1 of the current school year; OR
 - **Less than twenty-two years of age** (age < 22) as of September 1 of the current school year. The student must be reported with Program Eligibility Participation code "9222" (Extreme Barriers); OR

- **Less than twenty-six years of age** (age < 26) as of September 1 of the current school year **AND five years of age or older** (age >= 5) as of December 1 of the current school year. The student must be reported with a valid code in Primary Disability in the Special Education Component.
- If the reported value is greater than 0.00, then the Enrollment Date must be the same as or prior to the legislated membership count date.
- If the reported value is greater than zero, you must submit a valid code in the Resident LEA Number characteristic in the Personal Demographics Component.
- The reported value in this characteristic **cannot be greater than zero (0.00)** in the following conditions:
 - If the reported Grade or Setting is "20" or "30". (Adult Ed and Early Childhood participants cannot be reported for General Ed FTE.)
 - If the reported code in District Exit Status is not "19". (Only students continuing in your district can be reported for General Ed FTE.)
 - If the operating district is an ISD (as identified in EEM) and the reported code in Student Residency is NOT "12". (Only students attending an ISD for the purposes of section 6(4) (d) non-special education juvenile detention can be reported for General Ed FTE.)
 - If the reported school or facility closed (according to EEM) prior to the legislated count date. (Only students attending an open school as of the count date can be reported for General Ed FTE.)
 - If the reported school or facility opened (according to EEM) after the legislated count date. (Only students attending an open school as of the count date can be reported for General Ed FTE.)
 - If the reported enrollment date is after the legislated count date. (Only students enrolled as of the count date can be reported for General Ed FTE.)
 - If the reported exit date is prior to the legislated count date. (Only students enrolled as of the count date can be reported for General Ed FTE.)
 - If the student's Cohort status is "Graduate". (Students who have obtained a high school diploma cannot be reported for General Ed FTE.)
- A warning will occur when the student's cohort status is "Other Completer" and the FTE reported is greater than 0.00.
- The default value for online entry is "0.00".

If you have questions about this characteristic, please contact:

Brian Ciloski, MDE Office of Financial Management at ciloskib@michigan.gov or 517-241-2209.

Homeless Demographics

Component Overview

The Homeless Demographics Component is used to collect data about students who experience a period of homelessness during the current school year. A homeless-identified student is one who meets the USED criteria for homelessness for any period of time within the school year. The student becomes eligible for all homeless services for the entire school year even if the living situation changes during the school year.

All homeless-identified students are categorically eligible for free meals and will be included in your district's supplemental nutrition count used to determine the economically disadvantaged subgroup. Please refer to the SNE Component details for additional information.

ESSA increases resources for homeless students by expanding the availability and use of Title I funds, and also increases the authorized funding level for the McKinney-Vento Act's Education for Homeless Children and Youth program.

For further information regarding policy guidance of this component, please refer to MDE's [McKinney-Vento Homeless](#) web page.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Primary Nighttime Residence (Homeless)	List of Values	1	Required	No	1
Unaccompanied Youth	Yes/No	2	Required	No	1

The screenshot shows a software interface with several tabs: School Demographics, Personal Demographics, Enrollment, Membership, GeneralEdFTE, SNE, and Homeless Demographics. The 'Homeless Demographics' tab is active. Below the tabs, there are two required fields, each marked with a red asterisk and a help icon. The first field is labeled '*Homeless:' and has a dropdown menu currently displaying 'Please Select'. The second field is labeled '*Unaccompanied Youth:' and has a dropdown menu currently displaying 'Select Yes/No'.

When Is This Component Required?

You are required to report the Homeless Demographics Component when a student has been identified as homeless. You may submit the component through any of the three General (Fall, Spring and EOY), SRM or Early Childhood collections.

Once reported, the district should continue to report the homeless component for the student in subsequent collections that year. If a homeless student moves and is stably housed in the new district, the component is not required, however a warning will be generated to remind districts that the student is still eligible and entitled to any services needed. MDE may also contact districts to confirm these students are stably housed.

If a student who was originally reported as homeless meets the criteria of an unaccompanied youth later in the school year, you must submit a record containing a positive value ("True", "1" or "Yes") in the characteristic Unaccompanied Homeless Youth.

Supplemental Nutrition Eligibility

Students who are identified as being homeless are eligible for free milk and/or meals through the Child Nutrition Program.

NOTE: *CEPI will identify students who have been identified as **homeless** during the current school year as **eligible for free milk/meals**, even if you do not include the SNE Component on their records. These students are included in your district's **economically disadvantaged subgroup**. Therefore, it is imperative that your district's homeless liaison be involved in the review of the **Staging Area Reports** before certifying the collection.*

Primary Nighttime Residence (Homeless)

Characteristic – Homeless Demographics Component

Characteristic System Name

Homeless

Definition

The primary nighttime residence of a student identified as homeless.

According to the McKinney-Vento Act, individuals who lack a fixed, regular and adequate residence are considered homeless. A fixed residence is one that is stationary, permanent and not subject to change. A regular residence is one that is used on a regular (e.g., nightly) basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

Use

MDE use these data for federal and state reporting requirements and grant allocations.

Citation

State School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; ESEA, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251

Specification

List of values (choose from list)

Code	Text	Description
10	Shelters	Supervised publicly or privately operated facilities designed to provide temporary living accommodations. (NOTE: Youth shelters and victim shelters are now included within this category.)
11	Transitional housing	Temporary accommodations for homeless individuals and families provided as a step toward permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing.
13	Doubled-Up	Sharing the housing of other persons because of the loss of housing, economic hardship or a similar reason. This classification requires a case-by-case determination; the determining factor is whether the accommodation is a "fixed, regular and adequate nighttime residence."

Code	Text	Description
14	Hotel/Motel	A hotel is a building or commercial establishment where people pay for lodging. A motel is a hotel intended to provide short-term lodging for traveling motorists, usually situated close to a highway and having rooms accessible from the parking area.
15	Unsheltered	Includes cars, parks, campgrounds, temporary trailers, abandoned buildings and substandard housing. Substandard housing may be determined by local building codes, community norms and/or as a case-by-case determination as to whether the accommodation is a "fixed, regular and adequate nighttime residence. (NOTE: Because Federal Emergency Management Agency (FEMA) trailers are considered temporary trailers, the primary nighttime residence category for FEMA trailers would be "Unsheltered.")

Instructions

- Choose/enter the code which best represents the nighttime residence of the student at the time they were first identified as homeless within your district during a given school year.
- You are required to submit this characteristic when you submit the Homeless Component.

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports, Homeless Education Consultant or State McKinney-Vento Coordinator at 517-241-6977.

Unaccompanied Youth Status

Characteristic – Homeless Demographics Component

Characteristic System Name

UnaccompaniedYouth

Definition

The student's status as an unaccompanied youth under the McKinney-Vento Act. An unaccompanied youth is an individual under age 18 who is not in the physical custody of a legal parent or guardian and who fits the McKinney-Vento definition of homeless.

Use

MDE use these data for federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; ESEA, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251,

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

Instructions

- Choose/enter the code which indicates if the homeless-identified student within your district is an unaccompanied youth, under the McKinney-Vento Act.
- You are required to submit this characteristic when you submit the Homeless Component.

Characteristic Tip

- Once the homeless-identified student has met the criteria to be identified as an unaccompanied youth, their status for this characteristic remains "Yes" for the current school year.

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports, Homeless Education Consultant or State McKinney-Vento Coordinator at 517-241-6977.

Initial IEP

Component Overview

The Initial IEP Component is used to collect data about a child/student for whom parental consent for an initial evaluation has been obtained and who is not currently receiving special education programs and/or services under an IEP. This component is also used to capture the initial evaluation of a parentally placed nonpublic child/student who is being evaluated to determine if they are eligible to receive special education programs and/or services under a Nonpublic Service Plan.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Date of Parental Consent	Date	1	Conditional	No	1
Initial IEP Completion Date	Date	2	Conditional	No	1
Timeliness of Initial IEP	List of Values	3	Conditional	No	1
Result of Initial IEP	List of Values	4	Conditional	No	1
Days Beyond Timeline	Whole Number	5	Conditional	No	1
Part C Transition Timeliness	List of Values	6	Conditional	No	1

When Is This Component Required?

You are required to submit the Initial IEP Component when any of the following apply:

- A district is in receipt of parental consent for an initial evaluation of a student not currently eligible for special education programs and/or services under IDEA Part B and is at least two years, six months old, and less than 26 years old. This is an initial IEP.
- A district is in receipt of parental consent for an initial evaluation of a child between the ages of two years, six months old and three years, who is transitioning out of Part C/Michigan early childhood special education under an IFSP. This is an initial IEP.
- A district is in receipt of parental consent for an initial evaluation of a student who was previously found ineligible. This is an initial IEP.

MSDS Collection Details

- A district is in receipt of parental consent for an initial evaluation of a student who was previously exited from special education. This is an initial IEP.
- A district is in receipt of parental consent for an initial evaluation, the child is found eligible but the parent refuses to give consent for special education programs and/or services.
- A district is in receipt of parental consent for an initial evaluation prior to June 30 but the Initial IEP will not be completed until after June 30.
- A district enrolls an eligible student with an IEP who transferred from another state. This is reported in MSDS as an initial IEP.

Date of Parental Consent

Characteristic – Initial IEP Component

Characteristic System Name

DateOfParentalConsent

Definition

The date on which the entity received the signed Parental Consent to Evaluate form. It is the beginning of the timeline for completion of the initial IEP.

Use

MDE use these data for IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

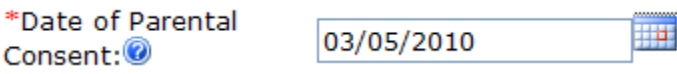
Michigan's Administrative Rules for Special Education, R 340.1721b.


Specification

Date (only); CCYY-MM-DD

Instructions

- The reported date must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<DateOfParentalConsent>2010-03-05</DateOfParentalConsent>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.


*Date of Parental Consent: 
- Report this characteristic when you report the Initial IEP Component and the code reported in Timeliness Of Initial IEP is not "22".
- If the student has had a previous initial IEP, report a date that is after the date of the previous initial IEP parental consent date.
- If the student has been exited from special education, report a date that is after the most recent special education exit date.
- The reported date must be equal to or after the student's date of birth.
- The reported date cannot be a future date.

If you have questions about this characteristic, please contact:

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384.

Initial IEP Completion Date

Characteristic – Initial IEP Component

Characteristic System Name

InitialIEPCompletionDate

Definition

The completion of an initial individualized education program is the date on the notice of the offer of a free appropriate public education.

Use

These data are used to confirm the date an initial IEP was completed (date on the notice of the offer of a FAPE) and special education eligibility was determined. This is necessary for accurate data reporting in areas such as discipline and transitioning from a Part C IFSP to a Part B IEP.

Citation

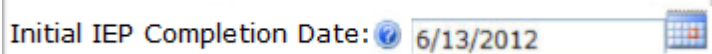
Individuals with Disabilities Act A regulations at 34 CFR §§ 300.301 and 300.323; Michigan Administrative Rules for Special Education R 340.1721b.

Specification

Date (only); CCYY-MM-DD

Instructions

- The reported date must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<InitialIEPCompletionDate>2010-03-05</InitialIEPCompletionDate>
```
 - The recommended format for entering a date online is MM/DD/CCYY.

- If a student who is not currently eligible for special education programs and/or services is evaluated for special education eligibility, this date must be reported.
- If the student moved in from out of state and the Timeliness Of Initial IEP is "22", use the date of the student's IEP in the other state.
- The date reported in this characteristic must occur on or after the student's Date of Birth. (Initial IEP Completion Date >= Date of Birth).
- If the Initial IEP Completion Date is later than the child's third birthday, Part C Transition Timeliness cannot be reported as timely (code "50").
- The date reported in this characteristic must occur prior to the student reaching 26 years of age as of September 1 of the current school year (Initial IEP Completion Date < 26 years of age on September 1).

If you have questions about this characteristic, please contact:

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384.

Timeliness of Initial IEP

Characteristic – Initial IEP Component

Characteristic System Name

TimelinessOfInitialIEP

Definition

The timeliness status for the evaluation of eligibility.

Use

MDE use these data for IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

Michigan’s Administrative Rules for Special Education, R 340.1721b; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 1414

Specification

List of values (choose from list)

Use these codes when an initial IEP was completed within the required timeline:

Code	Text	Description
11	IEP completed within 30 school days	The evaluation was completed within the allocated 30 school days.
12	IEP completed within extended timeline	The evaluation was completed within the agreed-upon written timeline extension.
22	Child moved into Michigan from another state with a current IEP	The IEP from the previous state was implemented while conducting a review of the existing evaluation or convening an IEP team meeting within 30 school days.

Use these codes when an initial IEP was completed, but not within the required timeline:

Code	Text	Description
13	IEP Not Timely: Parent did not make child available	The child’s parent(s) or guardian(s) did not make the child available for evaluation during the timeline.

Code	Text	Description
14	IEP Not Timely: Timeline began in previous district	The child enrolled in the district after the 30-school-day timeline began and prior to a determination of eligibility by the previous district.
15	IEP Not Timely: Personnel not available for Evaluation	Evaluation personnel not available to complete the evaluation within the 30-school-day timeline or agreed-upon written extension.
16	IEP Not Timely: Personnel not available for IEP	District staff not available to complete the IEP within the 30-school-day timeline or agreed-upon written extension.
17	IEP Not Timely: External reports not available	Doctors, hospitals, etc., did not respond with legally required reports needed for certification of impairment.

Use these codes when an initial IEP will never be completed:

Code	Text	Description
18	IEP Not Completed: Student died	Because of the death of student, evaluation and/or initial IEP will not be completed.
19	IEP Not Completed: Parent withdrew or refused consent to evaluate.	The child's parent(s) or guardian(s) revoked or refused consent to evaluate.
20	IEP Not Completed: Parent did not make child available	The district made an attempt to evaluate the child, but their parent(s) or guardian(s) did not make the child available for evaluation.
21	IEP Not Completed: Student moved	The child moved from the district and was unavailable for the completion of the evaluation and initial IEP.

Instructions

- Choose/enter the code that best represents the timeliness status for the evaluation of eligibility for the student.
- Submit this characteristic in the reporting period during which the evaluation and IEP were completed.

MSDS Collection Details

- When you report data in the characteristics ResultOfInitialIEP or DaysBeyondTimeline, you must also submit a valid code in TimelinessOfInitialIEP.
- When you report code "22", you must submit the characteristic Result of Initial IEP with code "1".
- When you report code "22", you are not required to report the Date of Parental Consent characteristic.

If you have questions about this characteristic, please contact:

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384.

Result of Initial IEP

Characteristic – Initial IEP Component

Characteristic System Name

ResultOfInitialIEP

Definition

The outcome of the initial IEP determining if the student is eligible or ineligible for special education programs and services.

Use

MDE use these data for IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

Revised Rules for Special Education, R340.1721b; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446). Sec. 614

Specification

List of values (choose from list)

Code	Text	Description
1	Student was found eligible	The student was evaluated and found eligible for special education programs and/or services.
2	Student was found not eligible	The student was evaluated and found not eligible for special education programs and/or services.
3	Student was found eligible, services refused	The student was evaluated and found eligible for special education programs and/or services; however, the parent or guardian refused special education programs and services.

Instructions

- Choose/enter the code that best represents the results of the student's evaluation of eligibility for special education programs and/or services.
- If you report code "2" or "3" in this characteristic and Special Education has previously been reported or is currently being reported with a value in the Primary Disability characteristic in the Special Education Component, you must exit the student from Special Education.
- Submit this characteristic in the reporting period during which the evaluation and IEP were completed.
- If the characteristic Timeliness of Initial IEP contains code "11", "12", "13", "14", "15", "16", "17" or "22", then this characteristic must contain a valid code.

MSDS Collection Details

- If the characteristic Timeliness of Initial IEP contains code "22", then this characteristic must contain code "1".
- If the characteristic Timeliness of Initial IEP contains code "18", "19", "20" or "21", do not submit this characteristic in the XML file or, in the online entry form, leave it blank.

Characteristic Tip

- Only report the Result of Initial IEP if an evaluation and IEP are completed.

If you have questions about this characteristic, please contact:

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384.

Days Beyond Timeline

Characteristic – Initial IEP Component

Characteristic System Name

DaysBeyondTimeline

Definition

The number of calendar days that the evaluation and completion of the initial IEP went beyond the 30 school-day timeline or agreed-upon written extension.

Use

MDE use these data for IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

Michigan Administrative Rules for Special Education, R340.1721b; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446), Sec. 614

Specification

Whole number (integer) data type, format: NNN

- Maximum length: 3
- Minimum value: 0
- Maximum value: 365

Instructions

- Enter the whole number (0-365) that represents the number of calendar days that the evaluation and completion of the initial IEP went beyond the 30 school-day timeline or agreed-upon written extension.
- If the Timeliness of Initial IEP characteristic contains code "13", "14", "15", "16" or "17", then this characteristic must contain a value greater than zero.
- If the Timeliness of Initial IEP characteristic contains code "11", "12", "18", "19", "20", "21" or "22", do not submit this characteristic in the XML file or in the online entry form; leave the characteristic blank.

Characteristic Tip

- Only report the Days Beyond Timeline characteristic if an evaluation and IEP are completed beyond the 30 school-day or written agreed-upon timeline.

If you have questions about this characteristic, please contact:

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384.

Part C Transition Timeliness

Characteristic – Initial IEP Component

Characteristic System Name

PartCTransitionTimeliness

Definition

Indicates the timeliness of the IEP by the child's third birthday for all children referred by Part C as potentially eligible for Part B.

Use

MDE use these data for IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

Michigan Administrative Rules for Special Education, R340.1722a and R340.1721c; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446), Sec. 614

Specification

List of values (choose from list)

Code	Description
50	IEP held on or before the child's third birthday
53	IEP held after the child's third birthday: Parent did not make child available
54	IEP held after the child's third birthday: Timeline began in previous district
55	IEP held after the child's third birthday: Personnel not available for evaluation
56	IEP held after the child's third birthday: Personnel not available for IEP
57	IEP held after the child's third birthday: External reports not available
61	IEP held after the child's third birthday: Late Notification from Part C to Part B LEA
62	IEP held after the child's third birthday: Late referral to Part C

Instructions

- Choose/enter the code that best represents the timeliness status for the IEP being held.
- If the student's age is greater than 4 years on count day, then do not submit this characteristic in the XML file or in the online entry form; leave the characteristic blank.

MSDS Collection Details

- If the Part C Transition Timeliness characteristic contains code "50", the Initial IEP Completion Date must be on or before the child's third birthday.
- If the characteristic Timeliness of Initial IEP contains code "18", "19", "20", "21" or "22", then do not submit this characteristic in the XML file or in the online entry form; leave the characteristic blank.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Initial IFSP

Component Overview

The Initial IFSP Component is used to collect data about children from birth to age 3 who are receiving early intervention services which may or may not include special education services. An Individualized Family Service Plan is developed by parents and early intervention service providers to meet the special needs of young children, birth to age 3.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Referral Date	Date	1	Required	No	1
Referral Agency	List of Values	2	Conditional	No	1
IFSP Timeliness	List of Values	3	Required	No	1
Result of Initial IFSP	List of Values	4	Required	No	1
Initial IFSP Date	Date	5	Required	No	1

The screenshot shows a software interface with a tabbed menu at the top. The 'Initial IFSP' tab is selected and highlighted in orange. Below the tabs is a form with the following fields:

- *Referral Date: 06/13/2012 (with a calendar icon)
- Referral Agency: ED-Education (dropdown menu)
- *IFSP Timeliness: 01-Timely (dropdown menu)
- *Result of Initial IFSP: 02-Eligible for both Part C and Special Ed - Special Ed services refused (dropdown menu)
- * Initial IFSP Date: 08/15/2012

A red 'X' icon is visible in the top right corner of the form area.

When Is This Component Required?

The Initial IFSP Component must be reported when a child age zero to 3, who is not currently participating in early intervention or special education services, is determined to be eligible for early intervention services and the parent(s) have provided signed consent for services. A new Initial IFSP Component is required if a child exits Part C and is referred back for services at a later date.

Referral Date

Characteristic – Initial IFSP Component

Characteristic System Name

ReferralDate

Definition

The date the lead agency or EIS provider receives the referral of the child.

Use

MDE use these data for ESSA and IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

34CFR 303.21(a)


Specification

Date (only); CCYY-MM-DD

Instructions

- The reported date must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<ReferralDate>2010-03-05</ReferralDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

*Referral Date: 



- You are required to report this characteristic when you report the Initial IFSP Component.
- This characteristic may not be reported for children older than 3 years of age on the date of referral, as they are not eligible for Part C services.
- The Referral Date must be prior to the Collection Certification As of Date
- The Referral Date cannot be a future date.
- The Referral Date must be greater than or equal to the child's date of birth.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Referral Agency

Characteristic – Initial IFSP Component

Characteristic System Name

ReferralAgency

Definition

The type of agency that notified the responsible agency the child may potentially be eligible for Part C services.

Use

MDE use these data for ESSA and IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

34CFR 303.303(c)

Specification

List of values (choose from list)

Code	Description
DHS	Human Services
ED	Education
FAM	Family Member/Parent
HO	Hospital/Medical Facility
MH	Mental Health
OTH	Other
PH	Public Health
PHY	Physician
UKN	Unknown

Instructions

- Choose/enter the code that best represents the referring agency.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Timeliness of IFSP

Characteristic – Initial IFSP Component

Characteristic System Name

IFSPTimeliness

Definition

Indicate if the IFSP was completed within the required timeline.

Use

MDE use these data for ESSA and IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

34CFR 303.342(a); 303.310

Specification

List of values (choose from list)

Code	Description
01	Timely
05	Untimely: Personnel Availability
06	Untimely: Personnel Lack of Training or Knowledge of Timeliness or Requirements
07	Untimely: Other Personnel Reason
08	Untimely with Acceptable Reason: Child or parent unavailable due to illness, hospitalization, or death
09	Untimely with Acceptable Reason: Child or parent unavailable due to family schedule
10	Untimely with Acceptable Reason: Child or parent unavailable due to parent cancelled appointment or was a no show
11	Untimely with Acceptable Reason: Unable to contact family
12	Untimely with Acceptable Reason: Family Moved
14	Untimely with Acceptable Reason: Other child or parent reason

Instructions

- The Initial IFSP must be completed within 45 days of the referral. If the difference between the Referral Date and the Initial IFSP date is greater than 45 calendar days, you may not report this characteristic with "01" (Timely).

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Result of Initial IFSP

Characteristic – Initial IFSP Component

Characteristic System Name

ResultofInitialIFSP

Definition

Indicate the results of the eligibility determination.

Use

MDE use these data for ESSA and IDEA reporting, including the Annual Performance Report submitted to USED.

Citation

34CFR 303.321(c)

Specification

List of values (choose from list)

Code	Description
01	Eligible for both Part C and Special Ed
02	Eligible for Both Part C and Special Ed – Special Ed services declined
03	Eligible for Part C Only
04	Eligible for Both Part C and Special Ed – Part C services declined
05	Eligible for Part C Only - Part C services declined
06	Eligible for both Part C and Special Ed – both Part C services and Special Ed services declined.
07	Not eligible for services

Instructions

- Choose/enter the code that best describes the results of the initial IFSP.
- If code "01" or "04" is submitted in this characteristic, the Special Education Component must also be submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Initial IFSP Date

Characteristic – Initial IFSP Component

Characteristic System Name

InitialIFSPDate

Definition

The date of the child's initial Individualized Family Service Plan.

Use

MDE use these data for ESSA and IDEA reporting, including the Annual Performance Report submitted to USED.

Citation



34CFR 303.10(a) and 34 CFR 303.342(a)

Specification

Date (only); CCYY-MM-DD

Instructions

- The reported date must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<InitialIFSPDate>2013-09-01</InitialIFSPDate>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
- *Initial IFSP Date:*  
- You are required to report this characteristic when you report the Initial IFSP Component.
 - The Initial IFSP Date must be on or before the Collection Certification As of Date.
 - The Initial IFSP Date must be on or after the child's date of birth.
 - The Initial IFSP Date must be on or after the Referral Date.
 - The Initial IFSP Date must be on or before the Current IFSP Date reported in the Early On Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

English Learner and Immigrant

Component Overview

NOTE: This component was originally named LEP. It has been renamed at the request of MDE's Office of Educational Supports in order to clarify that more data are being collected than just EL programming. The system name and XML tags have remained "LEP" so that software vendors did not need to make changes.

CEPI collects data in this component about students who have been identified as English learners.

New for 2025-2026: Added language code "RHG" (Rohingya) to both the primary and home languages. Removed LEP Instructional Program Code "04-Sheltered Instruction Observation Protocol (SIOP)".

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
LEP Instructional Program	List of Values	1	Required	Yes	Unbounded (1 per code)*
Primary Language	List of Values	2	Required	No	1
Home Language	List of Values	3	Conditional	Yes	Unbounded
LEP Exit Date	Date	4	Conditional	No	1
LEP Re-Entry Date	Date	5	Optional	No	1

*The schema rules allow users to upload the file with unlimited (unbounded) occurrences for this characteristic; however, errors will generate for any record where the same code is reported more than once.

When Is This Component Required?

This component is required when a student has been identified as EL and is eligible for services and to ensure eligibility for Title III funding. EL students remain EL until they test proficient on the WIDA assessment.

When an English Learner student is also identified as Immigrant and is eligible to receive Immigrant services, they must also be reported with code 9130 in the Program Participation Component.

School Demographics	Personal Demographics	Contacts	Enrollment	Membership	GeneralEdFTE	LEP
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***LEP Instructional Program:**

- 05-Two Way Bilingual Dual Language Instruction
- 07-Transitional Bilingual Instruction
- 09-English As a Second Language (ESL) Instruction
- 10-Sheltered Instruction

***Primary Language:**

Please Select

- aar-Afar
- abk-Abkhaz
- ace-Achinese
- ach-Acoli

Home Language:

EL Exit Date:

EL ReEntry Date:

Errors:

Warnings:

English Learner WIDA proficient exits

Upon completion of the MSDS EOY General Collection, the State of Michigan will automatically exit WIDA proficient students in grades k-12 with an EL Exit date of June 30 of the current school year.

Manual exits may still be reported for migrant EL students that tested proficient in another state.

Language Codes

MSDS utilizes the three-character (alphabetic) language codes provided in the [ISO 639-2 Codes for the Representation of Language Names](https://www.loc.gov/standards/iso639-2/php/code_list.php) (https://www.loc.gov/standards/iso639-2/php/code_list.php). These are the codes used by USED for reporting.

Definition of English Learner

[ESSA Title III Guidance – English Learners September 23, 2016 \(PDF\)](#)

8101 (20) ENGLISH LEARNER.—The term “English learner”, when used with respect to an individual, means an individual—

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)

(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Definition of Immigrant

3201 (5) IMMIGRANT CHILDREN AND YOUTH.—The term “immigrant children and youth” means individuals who—

(A) are aged 3 through 21;

(B) were not born in any State; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

LEP Instructional Program

Characteristic – Title III EL and Immigrant Component

Characteristic System Name

LEPInstructionalProgram

Definition

The English-language acquisition program(s) in which the student is currently enrolled.

Use

MDE use these data for federal and state reporting requirements and grant allocations.

Citation

ESSA, 20 USC 6913; 20 USC 6894

Specification

List of values (choose from list)

Code	Text	Description
05	Two Way Bilingual Dual-Language Instruction	In a Two-Way Bilingual Education program type, a balanced group of native majority language speakers and the native minority language speakers are integrated for instruction, and the subject matter is conducted in the minority and the majority languages with the goal of developing high levels of bilingualism for all students
07	Transitional Bilingual Instruction	In a TBI program type, the goal is to prepare students to enter the mainstream English classrooms by providing a portion of instruction in the child's native language in order to support English language and curriculum instruction. Instruction is provided in the first language to build literacy and achievement in the content areas while teaching English.
09	English As a Second Language (ESL) Instruction	An ESL program type utilizes techniques, methodology, and special curriculum designed to teach English learners in all four domains and in comprehension. ESL instruction frequently includes the use of the native language.

Code	Text	Description
10	Sheltered Instruction	An instructional approach used to make academic instruction in English understandable to English language learners. In the sheltered classroom, teachers use sensory supports (visual, graphic, interactive), physical activities, and the environment to teach vocabulary for concept development in language arts, mathematics, science, social studies and other subjects
13	Newcomer Program	Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants.
15	Refused Services	The student is LEP eligible but is not receiving services because services have been refused.
16	No Services Offered	No EL services are offered by the district. NOTE: Under Title VI of the Civil Rights Act of 1964, a school district is required by law to take steps to help English Learners overcome language barriers and ensure that they can participate meaningfully in the districts' educational programs.

Instructions

- Choose/enter the code that best represents the program in which the student participates.
- You are required to submit at least one occurrence of this characteristic when you submit the Title III English Learner (EL) and Immigrant Component.
- If you include multiple occurrences of this characteristic with the record, the first code listed in the XML file will be identified as the primary program. Primary values are indicated with a yellow star in the online form.

Characteristic Tip

- When a student participates in multiple EL programs, indicate the primary program by reporting it first in your XML file or by selecting the star beside it in the online entry form.
- If a student is eligible for EL services but does not participate, report this characteristic with code 15 (refused services).

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports, Special Populations Unit at mde-el@michigan.gov or 517-241-6977.

Primary Language

Characteristic – Title III EL and Immigrant Component

Characteristic System Name

PrimaryLanguage

Definition

The child's native or first language. The student's primary or native language indicated on the home language survey.

Use

MDE use these data for federal and state reporting requirements and grant allocations.

Citation

Immigration and Nationality Act, 20 USC 6825; ESEA 20 USC 6917, 20 USC 6914

Specification

List of values (choose from list)

Use the three-character (alphabetic) language codes provided in the [ISO 639-2 Codes for the Representation of Language Names](https://www.loc.gov/standards/iso639-2/php/code_list.php) (https://www.loc.gov/standards/iso639-2/php/code_list.php).

Collective language codes are provided for languages where a relatively small number of documents exist or are expected to be written, recorded or created. The word "languages" as part of a language name in the ISO 639-2 indicates that this is a collective language code. Do not use a collective language code when an individual language code is available.

Instructions

- Choose/enter the code that best represents the student's primary or native language, which should be a language other than English.
- If you select English as the student's primary (native) language, you must select another language in the Home Language characteristic other than English or you will receive an error.

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports, Special Populations Unit at mde-el@michigan.gov or 517-241-6977.

Home Language

Characteristic – Title III EL and Immigrant Component

Characteristic System Name

HomeLanguage

Definition

The most often used language(s) in the home or the language(s) primarily spoken by those in the home.

Use

MDE use these data for federal and state reporting requirements and grant allocations.

Citation

Immigration and Nationality Act, 20 USC 6825; ESSA 20 USC 6917, 20 USC 6914

Specification

List of values (choose from list)

Use the three-character (alphabetic) language codes provided in the [ISO 639-2 Codes for the Representation of Language Names](https://www.loc.gov/standards/iso639-2/php/code_list.php) (https://www.loc.gov/standards/iso639-2/php/code_list.php).

Collective language codes are provided for languages where a relatively small number of documents exist or are expected to be written, recorded or created. The word "languages" as part of a language name in the ISO 639-2 indicates that this is a collective language code. Do not use a collective language code when an individual language code is available.

Instructions

- Choose/enter the code that best represents the language spoken in the student's home.
- You are required to submit at least one occurrence of this characteristic when you submit the Title III English Learner (EL) and Immigrant Component.
- When English is the student's primary (native) language, you are required to report the student's home language, other than English, in this characteristic.
- You may only submit a maximum of three language codes per student record.

Characteristic Tip

- The home language spoken in the home may not be the primary language (native language) spoken by the student. This characteristic allows up to three languages to be reported.

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports, Special Populations Unit at mde-el@michigan.gov or 517-241-6977.

EL Exit Date

Characteristic – Title III EL and Immigrant Component

Characteristic System Name

LEPExitDate

Definition

The date (month, day and year) that the student was no longer engaged in either an EL or an ESL program or service.

Use

MDE use these data for federal and state reporting requirements and grant allocations.

Citation

ESSA, 20 USC 7012; Perkins IV (P.L. 109-270)

Specification

Date (only); CCYY-MM-DD

Instructions

- The reported date must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<LEPExitDate>2010-04-16</LEPExitDate>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

English Learner WIDA proficient exits

Upon completion of the MSDS EOY General Collection, the State of Michigan will automatically exit WIDA proficient students in grades k-12 with an EL Exit date of June 30 of the current school year.

Manual exits may still be reported for migrant EL students that tested proficient in another state.

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports, Special Populations Unit at mde-el@michigan.gov or 517-241-6977.

EL Re-Entry Date

Characteristic – Title III EL and Immigrant Component

Characteristic System Name

LEPReEntryDate

Definition

The date (month, day and year) that the student became re-enrolled in either an EL or a Language Acquisition Program or service. This student has transitioned out of English-language acquisition programs in the last two years but was reclassified as EL after transitioning. The reason for the reclassification may be classroom performance, state test performance, teacher recommendation, self-referral, parent request or other.

Use

MDE use these data for federal and state reporting requirements and grant allocations. locally funded Language Acquisition Program.

Citation

Elementary and Secondary Education Act of 2001 (ESSA), Title III, Sec. 3123; Immigration and Nationality Act 3123; Perkins IV (P.L. 109-270)

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<LEPReEntryDate>2010-04-16</LEPReEntryDate>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
- If the student was previously exited from EL and it is determined later that they need further EL services, they can be resubmitted but must be reported with a LEP Re-Entry Date. If no re-entry date is reported, an error will occur.
- The Re-Entry Date must be after the previously reported EL Exit Date.

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports, Special Populations Unit at mde-el@michigan.gov or 517-241-6977.

Membership

Component Overview

The data collected in the Membership Component are used for the determination of residency and eligibility for FTE.

There are dependencies between characteristics in the Membership component and:

- School Demographics Component – Operating District Number characteristic
- Personal Demographics Component – Resident LEA Number characteristic
- General Education FTE Component – General Ed FTE characteristic
- Special Education Component – Section 52 FTE and Section 53 FTE characteristics

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Student Residency	List of Values	1	Required	No	1
Tuition Funded Enrollment	Yes/No	2	Optional	No	1

School Demographics Personal Demographics Enrollment **Membership**

*StudentResidency: Please Select

Tuition Funded Enrollment: Select Yes/No

When Is This Component Required?

You are required to submit the Membership Component when you submit student data through the Student Record Maintenance or any of the three General Collections. It is not allowed to be submitted in any other collection.

Legislative changes as of October 2025 indicate that tuition-paying pupils (as reported with Tuition Funded Enrollment) are unable to be claimed for FTE.

Student Residency

Characteristic – Membership Component

Characteristic System Name

StudentResidency

Definition

The student's residency related to the geographic boundaries of the district and/or residency requirements outlined in the Pupil Residency section of the MDE Pupil Accounting Manual.

For more detailed explanations of residency, see the Residency Related Information section of MDE's [Pupil Accounting Manual](#).

(<https://www.michigan.gov/mde/Services/financial-management/state-aid/membership-resources/pupil-accounting-manual-pam>)

Use

MDE uses these data for compensation calculations and ESSA and IDEA reporting. The data are also used for public reporting on the Non-Resident Report on the MISchoolData website.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606(6), 388.1606a, 388.1606b, 388.1620(5), 388.1624, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1709, 388.1763a, 388.1766b; 20 USC 2342 (CTE)

Specification

List of values (choose from list)

Non-Resident Codes – Use when the student's residence is located outside of the operating district's geographic boundaries.

Code	Text	Description
01	Non-K-12 district	Student who lives outside of the operating district, whose resident district does not offer all grade levels, kindergarten through twelve. (LEA districts only)
02	Section 105 school of choice (within same ISD)	Student is a resident of another district within the same ISD as the operating district and meets all the requirements of Schools of Choice 105. (LEA districts only)

MSDS Collection Details

Code	Text	Description
03	Section 105c school of choice (outside same ISD)	Student is a resident of a district within another ISD that is contiguous to the ISD to which the operating district belongs and meets all the requirements of Schools of Choice 105. (LEA districts only)
04	Nonpublic school student (non-resident)	Student who lives outside of the operating district but is enrolled in a private or parochial school district, taking a non-essential curriculum or advanced placement course through the operating district.
05	No cooperative agreement, no release, not exempted	Student who lives outside of the operating district who has not been released by the resident district and is not Sec. 6(6) (g) exempt. (LEA districts only)
06	All other non-resident students	Student does not fall into any other non-resident category. (LEA and ISD districts only)
07	Home-schooled non-resident	Student who lives outside of the operating district who is being educated through a home-school program, taking a non-essential curriculum or advanced placement course through the operating district. (LEA and ISD districts only)

Resident Codes – Use when the student’s residence is located within the operating district’s geographic boundaries.

Code	Text	Description
08	Nonpublic school student (resident)	Student who is enrolled in a private or parochial school district, taking a non-essential curriculum or advanced placement course through the operating district.
09	Section 24 juvenile detention facility	Student resides in an approved, on-grounds juvenile detention facility or child-care institute.
10	For new PSAs (fall only)	Student is counted by a new public school academy authorized by a local school district , and is also counted by the authorizing district during the immediately prior supplemental (Spring) FTE count. (PSA districts only)

Code	Text	Description
11	School for the Deaf	Student is being educated by the Michigan School for the Deaf. (ISD districts only)
12	Section 6(4)(d) non-special education juvenile detention	Student placed by a court or state agency in an on-grounds child-care institution or a juvenile detention facility under Section 24 and being educated by the ISD. (ISD districts only)
13	Students with emotional impairments who are served by DHHS facility	Student resides in a DHHS-licensed facility. (ISD districts only)
14	All other resident students	Student does not fall into any other resident category.
15	Home-schooled resident	Student being educated through a home-school program, taking non-essential curriculum or advanced placement course through the operating district.

Instructions

- Choose/enter the code that best represents the student’s residency status within the educating district on the legislated count date or the date reported in the As Of Date characteristic in the Student Record Maintenance Component.
- LEA-type district business rules:
 - If this characteristic contains code “01”–“07” (non-resident codes), then the code submitted in Resident LEA Number in the Personal Demographics Component **cannot be the same** as the code in Operating District. (Operating District <> Resident LEA Number)
 - If this characteristic contains code “08”, “09”, “14” or “15” (resident codes), then the code submitted in Resident LEA Number in the Personal Demographics Component **must be the same** as the code in Operating District. (Operating District = Resident LEA Number)
- ISD-type district business rules:
 - If the code submitted in Resident LEA Number in the Personal Demographics Component **is a constituent district to the ISD** (“belongs within” relationship according to EEM), then the characteristic must be reported with codes “08”, “09”, “11”, “12”, “13”, “14” or “15” (resident codes).
 - If the code submitted in Resident LEA Number in the Personal Demographics Component **is not a constituent district to the ISD** (“belongs within” relationship according to EEM), then the characteristic must be reported with codes “04”, “06” or “07” (non-resident codes).

- If the value reported in the Section 53 FTE characteristic (Special Education Component) is greater than 0, this characteristic cannot be reported with code "09".
- When this characteristic is reported with "04", "07", "08", or "15", the total FTE (General and Special Ed) cannot be greater than 0.75.
- If School Emphasis in EEM is "Reportable Program" for the reported School or Facility, and Grade or Setting is Kindergarten (00) through 12, Student Residency must be 04, 07, 08 or 15.
- You are required to submit this characteristic when the Membership Component is reported.

Characteristic Tip

- The Student Residency code may impact the foundation amount allowed for the student. Please consult the Pupil Accounting Manual for detailed information about residency.

If you have questions about this characteristic, please contact:

Brian Ciloski, MDE Office of State Aid and School Finance at ciloskib@michigan.gov or 517-373-3352

For questions specific to public school academies, please contact Jill Thompson, MDE Office of Educational Improvement and Innovation at thompsonj17@michigan.gov or 517-241-6964.

Tuition Funded Enrollment

Characteristic – Membership Component

Characteristic System Name

TuitionFundedEnrollment

Definition

A charge or fee is required to be paid by the student's family in order to attend the public school.

Legislative changes as of October 2025 indicate that tuition-paying pupils (as reported with Tuition Funded Enrollment) are unable to be claimed for FTE.

Use

CEPI and MDE will use these data for legislative reporting requirements. Specific metrics have not yet been determined.

Citation

State School Aid Act, MCL 388.1701(1) , MCL 388.1711

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

Instructions

- Choose whether a charge/fee was paid by the student's family for the student to attend a public K-12 school.
- This characteristic does not apply to the following:
 - Dual-enrollment tuition and fees.
 - Charges/fees paid between the resident district and enrolling district.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Part B Preschool Outcomes Component

NOTE: This component was originally named Early Childhood Special Education Assessment. It has been renamed at the request of MDE's Office of Special Education in order to align with the USED Office of Special Education reporting. The system name and XML tags have remained "Early Childhood Special Education Assessment" so that software vendors did not need to make changes.

Component Overview

The Part B Preschool Outcomes Component is used to collect the entry and exit outcome ratings for children two and one-half up to six years one month of age with disabilities who receive special education programming or services.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Entry Rating Date	Date	1	Conditional	No	1
Exit Rating Date	Date	2	Conditional	No	1
Outcome 1A	List of Values	3	Required	No	1
Outcome 1B	Yes/No	4	Conditional	No	1
Outcome 2A	List of Values	5	Required	No	1
Outcome 2B	Yes/No	6	Conditional	No	1
Outcome 3A	List of Values	7	Required	No	1
Outcome 3B	Yes/No	8	Conditional	No	1

The screenshot shows a web-based form with several tabs: School Demographics, Personal Demographics, Enrollment, Membership, Assessment (selected), and Special Education. The Assessment tab contains the following fields:

- *Assessment Tool: 03-Battelle SCREENER (dropdown menu)
- Other Tool Comments: (text input field)
- Entry Assessment Date: 8/15/2010 (calendar icon)
- Exit Assessment Date: (calendar icon)
- *Outcome 1A: 2-Between Not Yet and Emerging (dropdown menu)
- Outcome 1B: Select Yes/No (dropdown menu)
- *Outcome 2A: 1-Not Yet (dropdown menu)
- Outcome 2B: Select Yes/No (dropdown menu)
- *Outcome 3A: 3-Emerging (dropdown menu)
- Outcome 3B: Select Yes/No (dropdown menu)

When Is This Component Required?

You must report the Part B Preschool Outcomes Component when completing either an entry or exit rating of a child (between two and one-half and six years of age) with disabilities receiving special education programming or services through your district. For more information about early childhood special education services and assessment tools, please visit the [Michigan Office of Great Start](#) web page.

MSDS will allow this component to be submitted twice per record. If you choose to report entry and exit rating data in the same collection period, two components must be submitted. One component must contain the Entry Rating Date and associated data, and the other component must contain the Exit Rating Date and associated data.

Entry Rating Date

NOTE: This characteristic was originally named Entry Assessment Date. It has been renamed at the request of MDE's Office of Special Education in order to align with US Educations Office of Special Education reporting. The system name and XML tags have remained "EntryAssessmentDate" so that software vendors did not need to make changes.

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

EntryAssessmentDate

Definition

The date on which the child outcomes entry rating occurred.

Use

These data are used to report to USED for the Part B State Performance Plan Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)


Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<EntryAssessmentDate>2010-01-07</ExitAssessmentDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

*Entry Assessment Date: 
- This date must be the same as or after the student's Date of Birth (Entry Rating Date > = Date of Birth).
- The date submitted must be the same as or prior to the system date (may not be a future date).
- The child's age as of the date reported in this characteristic should be equal to or older than two and one-half (2 1/2) years, and equal to or younger than five and one-half (5 1/2) years. A warning will occur otherwise.
- When this characteristic is submitted, the Exit Rating Date must be blank within the same component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Exit Rating Date

NOTE: This characteristic was originally named Exit Assessment Date. It has been renamed at the request of MDE's Office of Special Education in order to align with US Educations Office of Special Education reporting. The system name and XML tags have remained "ExitAssessmentDate" so that software vendors did not need to make changes.

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

ExitAssessmentDate

Definition

The date on which the child outcomes exit rating occurred.

Use

These data are used to report to USED for the Part B State Performance Plan Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)


Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<ExitAssessmentDate>2010-01-07</ExitAssessmentDate>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

Exit Assessment Date: 
- This date must be the same as or after the student's Date of Birth (Exit Rating Date > = Date of Birth).
- The date submitted must be the same as or prior to the system date (may not be a future date).
- This date must be after the date reported in Entry Rating Date (Exit Entry Date > Entry Rating Date).
- The child's age as of the date reported in this characteristic should be equal to or older than three (3) years, and equal to or younger than six years one month [Exit Rating Date must not be later than thirty (30) days past the child's sixth birthday]. A warning will occur otherwise.
- This characteristic must contain a valid date when the value reported in Grade Or Setting in the School Demographics component is not "30".

MSDS Collection Details

- A value must be reported in Outcome 1B, Outcome 2B and Outcome 3B when this characteristic is submitted.
- When this characteristic is submitted, the Entry Rating Date must be blank within the same component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Outcome 1A

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

Outcome1A

Definition

Positive social-emotional skills (including social relations): Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Relating with adults; relating with other children; following rules related to groups or interacting with others; personal and social adjustment; and contribution and citizenship.

Use

These data are used to report to USED for the Part B State Performance Plan, Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)

Specification

List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child their age in any situation. Child's functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Child exceeds the description for Not Yet but does not meet the criteria for Emerging.
3	Emerging	Child does not yet show functioning expected of a child their age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child.
4	Between Emerging and Somewhat	Child exceeds the description for Emerging but does not meet the criteria for Somewhat.

Code	Text	Description
5	Somewhat	Child shows functioning expected of a child their age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.
6	Between Somewhat and Completely	Child shows functioning expected of a child their age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for their age but there are some concerns about their functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child their age in all or nearly all situations. Child's behaviors and skills are considered appropriate for their age. There are no concerns about this child's functioning in this outcome area.

Instructions

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the rating type being reported (Entry or Exit).
- Report this characteristic when the Part B Preschool Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Outcome 1B

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

Outcome1B

Definition

Indication of the child's acquisition of new skills or behaviors related to positive social-emotional skills (including positive social relationships) since their last entry rating.

Use

These data are used to report to USED for the Part B State Performance Plan, Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

Instructions

- Choose/Enter the code ([1, 0], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since their entry rating, related to this outcome.
- This characteristic may only be reported when the characteristic Exit Entry Date contains a valid date.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Outcome 2A

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

Outcome2A

Definition

Acquiring and Using Knowledge and Skills: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Thinking, reasoning, remembering, and problem-solving; understanding symbols; understanding the physical and social worlds; and pre-academic and Functional literacy.

Use

These data are used to report to USED for the Part B State Performance Plan, Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)

Specification

List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child their age in any situation. Child's functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Child exceeds the description for Not Yet but does not meet the criteria for Emerging.
3	Emerging	Child does not yet show functioning expected of a child their age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child.
4	Between Emerging and Somewhat	Child exceeds the description for Emerging but does not meet the criteria for Somewhat.
5	Somewhat	Child shows functioning expected of a child their age some of the time and/or in some situations. Child's behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.

Code	Text	Description
6	Between Somewhat and Completely	Child shows functioning expected of a child their age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for their age but there are some concerns about their functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child their age in all or nearly all situations. Child's behaviors and skills are considered appropriate for their age. There are no concerns about this child's functioning in this outcome area.

Instructions

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the rating type being reported (Entry or Exit).
- This characteristic is required when the Part B Preschool Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Outcome 2B

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

Outcome2B

Definition

Indication of the child's acquisition of new skills or behaviors related to acquiring and using knowledge and skills since their entry rating.

Use

These data are used to report to USED for the Part B State Performance Plan, Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

Instructions

- Choose/Enter the code ([1, 0], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since their entry rating, related to this outcome.
- This characteristic may only be reported when the characteristic Exit Rating Date contains a valid date.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Outcome 3A

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

Outcome3A

Definition

Taking Appropriate Action to Meet Needs: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Use

These data are used to report to USED for the Part B State Performance Plan, Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)

Specification

List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child their age in any situation. Child’s functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Child exceeds the description for Not Yet but does not meet the criteria for Emerging.
3	Emerging	Child does not yet show functioning expected of a child their age in any situation. Child demonstrates behavior and emerging skills upon which to build age-appropriate functioning. Function might be described as that of a younger child.
4	Between Emerging and Somewhat	Child exceeds the description for Emerging but does not meet the criteria for Somewhat.
5	Somewhat	Child shows functioning expected of a child their age some of the time and/or in some situations. Child’s behaviors and skills include a mix of age-appropriate and below age-appropriate functioning. Functioning might be described as that of a slightly younger child.

Code	Text	Description
6	Between Somewhat and Completely	Child shows functioning expected of a child their age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for their age but there are some concerns about their functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child their age in all or nearly all situations. Child's behaviors and skills are considered appropriate for their age. There are no concerns about this child's functioning in this outcome area.

Instructions

- Choose/enter the code that best identifies the child's level of functioning for this outcome area as determined by the rating type being reported (Entry or Exit).
- This characteristic is required when the Part B Preschool Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Outcome 3B

Characteristic – Part B Preschool Outcomes Component

Characteristic System Name

Outcome3B

Definition

Indication of the child's acquisition of new skills or behaviors related to taking appropriate action to meet needs since their entry rating.

Use

These data are used to report to USED for the Part B State Performance Plan, Indicator 7, Preschool Outcomes.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416 (b)(B)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

Instructions

- Choose/Enter the code ([1, 0], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since their entry rating, related to this outcome.
- This characteristic may only be reported when the characteristic Exit Rating Date contains a valid date.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

MDE Office of Special Education at MDE-OSE@michigan.gov or 1-888-320-8384

Part B Referral

Component Overview

The Part B Referral Component is used to collect State Education Agency and Local Education Agency notification information as well as parent demographics for children who are transitioning from Part C Early On and MMSE and who are potentially eligible for Part B Special Education. It is required to be reported for children between the ages of 2 years 3 months and 2 years 9 months submitted with an Early On Component and a Special Education Component.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
SEA Notification	Yes/No	1	Required	No	1
LEA Notification	Yes/No	2	Required	No	1
Parent Last Name	Name	3	Required	No	1
Parent First Name	Name	4	Required	No	1
Parent Address Unknown	Yes/No	5	Conditional	No	1
Parent Phone Unknown	Yes/No	6	Conditional	No	1

When Is This Component Required?

The Part B Referral Component is required for records submitted with an Early On Component and a Special Education Component between the ages of 2 years 3 months and 2 years 9 months. ISD staff should work with their local districts providing the special education services to ensure the ISD has the necessary data to submit.

SEA Notification

Characteristic – Part B Referral Component

Characteristic System Name

SEANotification

Definition

Part C Indicator 8 B: Notification to the SEA must occur at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

Use

MDE use these data for federal and state reporting requirements.

Citation

34CFR 303.209(b)(1)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

Instructions

- Choose/Enter the code ([1, 0], [Yes/No], [true/false]) which indicates the SEA notification occurred at least 90 days prior to the toddler's third birthday.
- You are required to submit this characteristic when you submit the Part B Referral Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

LEA Notification

Characteristic – Part B Referral Component

Characteristic System Name

LEANotification

Definition

Part C Indicator 8 B: Notification to the LEA where the toddler resides must occur at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

Use

MDE use these data for federal and state reporting requirements.

Citation

34CFR 303.209(b)(1)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is "No"

Instructions

- Choose/Enter the code ([1, 2], [Yes/No], [true/false]) which indicates the LEA notification where the toddler resides occurred at least 90 days prior to the toddler's third birthday.
- You are required to submit this characteristic when you submit the Part B Referral Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Parent Last Name

Characteristic – Part B Referral Component

Characteristic System Name

ParentLastName

Definition

The parent's last name, family name or surname. This may be another adult who is a primary care giver for the child and who will be able to answer survey questions related to *Early On* program participation.

Use

MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

Instructions

- Enter the parent's complete legal last name.
- When a parent has only a **single name**, that name should be reported as the last name, and the first name should be reported as "FNU" (First Name Unknown).
- You are required to submit this characteristic when you submit the Part B Referral Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Parent First Name

Characteristic – Part B Referral Component

Characteristic System Name

ParentFirstName

Definition

The parent's first name. Do **not** use nicknames or abbreviated names.

Use

MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

Instructions

- Enter the parent's complete first name.
- When a parent has only a **single name**, that name should be reported as the last name, and the first name should be reported as "FNU" (First Name Unknown).
- You are required to submit this characteristic when you submit the Part B Referral Component.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Parent Address Unknown

Characteristic – Part B Referral Component

Characteristic System Name

ParentAddressUnknown

Definition

The parent does not have an address at which they can receive mail.

Use

MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is “No”

Instructions

- If the parent’s (Father, Mother, Guardian, or Other) full contact information (street address, city, state, postal code) is not reported in the Contacts component, this characteristic value must be “yes”.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Parent Phone Unknown

Characteristic – Part B Referral Component

Characteristic System Name

ParentPhoneUnknown

Definition

The parent does not have a telephone number where they can receive calls.

Use

MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is “No”

Instructions

- If the parent’s (Father, Mother, Guardian, or Other) Telephone Number characteristic is not submitted in the Contacts component, this characteristic value must be “yes”.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Part C Early Childhood Outcomes Component

NOTE: This component was originally named Part C Assessment. It has been renamed at the request of MDE's Office of Special Education in order to align with the USED Office of Special Education reporting. The system name and XML tags have remained "Part C Assessment" so that software vendors did not need to make changes.

Component Overview

The Part C Early Childhood Outcomes Component is used to collect the entry, exit and annual child outcomes assessment data for *Early On* children.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Rating Date	Date	1	Required	No	1
Rating Type	List of Values	2	Required	No	1
Social Relationships	List of Values	3	Required	No	1
New Social Relationships	Boolean (Yes/No)	4	Optional	No	1
Knowledge Skills	List of Values	5	Required	No	1
New Knowledge Skills	Boolean (Yes/No)	6	Optional	No	1
Actions	List of Values	7	Required	No	1
New Actions	Boolean (Yes/No)	8	Optional	No	1

When Is This Component Required?

You must report the Part C Early Childhood Outcomes Component when completing an entrance, exit or annual child outcomes rating for an *Early On* child.

The entry rating should be based on recent data describing the child's development, collected within 90 days after the referral date.

An annual child outcomes rating should be based on recent data describing the child's development, which was collected within 90 days of the annual date (45 days before or 45 days after the annual IFSP).

MSDS Collection Details

The exit child outcomes rating should be based on recent data describing the child's development, which was collected within 90 days prior to the exit date.

Outcomes ratings must be completed for all children enrolled in Early On for at least six continuous months. If a child older than 2 ½ years of age enters Early On, a child outcomes assessment does not need to be completed.

This component may be submitted up to three times for each student record. Errors will occur if this component is submitted more than three times.

Rating Date

NOTE: This characteristic was originally named Assessment Date. It has been renamed at the request of MDE's Office of Special Education in order to align with US Educations Office of Special Education reporting. The system name and XML tags have remained "AssessmentDate" so that software vendors did not need to make changes.

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

AssessmentDate

Definition

The date on which the rating occurred.

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
XML format is CCYY-MM-DD. Sample:

 <AssessmentDate>2010-07-01</AssessmentDate>
- The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
- This date must be the same as or after the student's Date of Birth (Rating Date > = Date of Birth).
- This date must be on or before the Collection Certification As of Date.
- You are required to report this characteristic when the Part C Early Childhood Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Rating Type

NOTE: This characteristic was originally named Assessment Type. It has been renamed at the request of MDE's Office of Special Education in order to align with US Educations Office of Special Education reporting. The system name and XML tags have remained "AssessmentType" so that software vendors did not need to make changes.

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

AssessmentType

Definition

Part C child outcomes ratings are required to be completed when the child enters Part C services, annually while the child is receiving services, and upon exit from Part C. This characteristic indicates the rating reason (entry, annual or exit).

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

List of values (choose from list)

Code	Text	Description
01	Entrance	Entrance rating taken when the child enters Part C services
02	Annual	Annual rating taken while the child is receiving services
03	Exit	Exit rating taken upon exit from Part C services

Instructions

- Choose/enter the code that best identifies the reason (entrance, annual or exit) for the child outcomes rating being reported.
- When the reported Referral Date in the Initial IFSP Component is more than 90 days prior to the collection count date, SRM As of Date, or June 30 (whichever applies), Rating Type "01" (Entrance) is expected.
- When the reported Part C Exit Date is more than 6 months after the Enrollment Date, Rating Type "03" (Exit) is expected.
- This characteristic is required when the Part C Early Childhood Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Social Relationships

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

SocialRelationships

Definition

The child's assessment rating for positive social relationships.

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child their age in any situation. Child's skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. Child's functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Some of the foundational skills are there, though not all the immediate foundational skills.
3	Emerging	Child does not yet show functioning expected of a child their age in any situation. Child's behavior and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as that of a younger child.
4	Between Emerging and Somewhat	Immediate foundational skills are in place, and child has demonstrated age appropriate skills once or twice, perhaps not deliberately.
5	Somewhat	Child shows functioning expected of a child their age some of the time and/or in some situations. Child's functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as that of a slightly younger child.

Code	Text	Description
6	Between Somewhat and Completely	Child's functioning generally is considered appropriate for their age but there are some concerns about their functioning in this outcome area.
7	Completely	Child shows functioning expected for their age in all or nearly all everyday situations that are part of the child's life. Functioning is considered appropriate for their age. No one has any concerns about this child's functioning in this outcome area.

Instructions

- Choose/enter the code that best identifies the rating for positive social relationships.
- You are required to report this characteristic when the Part C Early Childhood Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

New Social Relationships

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

NewSocialRelationships

Definition

When reporting an annual or exit rating, providers must indicate if the child has shown any new skill or behaviors related to positive social relationships.

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is “No”

Instructions

- Choose/Enter the code ([1, 0], [Yes/No], [true/false]) which indicates the child’s acquisition of new skills or behaviors since their last assessment.
- This characteristic must be reported when the Rating Type characteristic is reported with code “02” or “03”. Errors will occur when the Rating Type characteristic is reported with code “01”.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Knowledge Skills

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

KnowledgeSkills

Definition

The child’s assessment rating for acquisition and use of knowledge and skills.

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child their age in any situation. Child’s skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. Child’s functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Some of the foundational skills are there, though not all the immediate foundational skills.
3	Emerging	Child does not yet show functioning expected of a child their age in any situation. Child’s behavior and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as that of a younger child.
4	Between Emerging and Somewhat	Immediate foundational skills are in place, and child has demonstrated age appropriate skills once or twice, perhaps not deliberately.
5	Somewhat	Child shows functioning expected of a child their age some of the time and/or in some situations. Child’s functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as that of a slightly younger child.

Code	Text	Description
6	Between Somewhat and Completely	Child’s functioning generally is considered appropriate for their age but there are some concerns about their functioning in this outcome area.
7	Completely	Child shows functioning expected for their age in all or nearly all everyday situations that are part of the child’s life. Functioning is considered appropriate for their age. No one has any concerns about this child’s functioning in this outcome area.

Instructions

- Choose/enter the code that best identifies the rating for acquisition and use of knowledge and skills since the child’s last rating.
- You are required to report this characteristic when the Part C Early Childhood Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

New Knowledge Skills

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

NewKnowledgeSkills

Definition

When reporting an annual or exit rating, providers must indicate if the child has shown any new skill or behavior related to acquisition and use of knowledge and skills.

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is “No”

Instructions

- Choose/Enter the code ([1, 0], [Yes/No], [true/false]) which indicates the child’s acquisition of new skills or behaviors since their last assessment.
- This characteristic must be reported when the Rating Type characteristic is reported with code ‘02’ or ‘03’. Errors will occur when the Rating Type characteristic is reported with code ‘01’.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Actions

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

Actions

Definition

The child’s outcome rating on the ability to take appropriate actions to meet their needs.

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child their age in any situation. Child’s skills and behaviors also do not yet include any immediate foundational skills upon which to build age appropriate functioning. Child’s functioning might be described as that of a much younger child.
2	Between Not Yet and Emerging	Some of the foundational skills are there, though not all the immediate foundational skills.
3	Emerging	Child does not yet show functioning expected of a child their age in any situation. Child’s behavior and skills include immediate foundational skills upon which to build age appropriate functioning. Functioning might be described as that of a younger child.
4	Between Emerging and Somewhat	Immediate foundational skills are in place, and child has demonstrated age appropriate skills once or twice, perhaps not deliberately.
5	Somewhat	Child shows functioning expected of a child their age some of the time and/or in some situations. Child’s functioning is a mix of age appropriate and not appropriate functioning. Functioning might be described as that of a slightly younger child.

Code	Text	Description
6	Between Somewhat and Completely	Child's functioning generally is considered appropriate for their age but there are some concerns about their functioning in this outcome area.
7	Completely	Child shows functioning expected for their age in all or nearly all everyday situations that are part of the child's life. Functioning is considered appropriate for their age. No one has any concerns about this child's functioning in this outcome area.

Instructions

- Choose/enter the rating that best identifies the child's ability to take appropriate actions to meet their needs.
- You are required to report this characteristic when the Part C Early Childhood Outcomes Component is submitted.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

New Actions

Characteristic – Part C Early Childhood Outcomes Component

Characteristic System Name

NewActions

Definition

When reporting an annual or exit rating, providers must indicate if the child has shown any new skill or behaviors related to taking action to meet their needs.

Use

MDE use these data for federal and state reporting requirements.

Citation

Individuals with Disabilities Education Act, 20 U.S.C. 1416(a)(3)(A) and 1442

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry) – Default value is “No”

Instructions

- Choose/Enter the code ([1,0], [Yes/No], [true/false]), which indicates the child’s acquisition of new skills or behaviors since their last assessment.
- This characteristic must be reported when the Rating Type characteristic is reported with code “02” or “03”. Errors will occur when the Rating Type characteristic is reported with code “01”.

If you have questions about this characteristic, please contact:

MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Personal Core

Component Overview

The Personal Core Component contains data essential to the identification of a student. These are data that rarely, if ever, change and are considered the student's "core" data. The MSDS student master record, which is created when the UIC is assigned to the student, contains the data submitted in this component. Only an authorized user for the student's Primary Education Providing Entity can update that student's master record data. For students who do not have an assigned PEPE, a user for any district in which the student is enrolled may update the master record.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Unique Identification Code	Numeric	1	Conditional	No	1
Last Name	Names	2	Required	No	1
First Name	Names	3	Required	No	1
Middle Name	Names	4	Optional	No	1
Student Suffix	Free-Form Text	5	Optional	No	1
Date of Birth	Date	6	Required	No	1
Multiple Birth Order	Whole Number	7	Optional	No	1
Gender	Value List	8	Required	No	1

Personal Core data are shown at the top section of the "Staging Area Maintain" screen rather than on a tab like the other components. This is so that the student's core information, along with the entity and collection information, remains visible when you are viewing any other component.

MSDS Collection Details

*** = Required**

Submitting Entity: St. Louis Public Schools (29100)
Collection: Fall 2011 General Collection 2011-2012
PEPE District: St. Louis Public Schools (29100)
PEPE Building: Eugene M. Nikkari Elementary (05688)

*Last Name:
Last Name Suffix:
Middle Name:
*First Name:
*Date of Birth:
*Gender:
Multiple Birth Order:
*UIC:

When Is This Component Required?

You are required to submit the Personal Core Component for all MSDS data collections.

Unique Identification Code

Characteristic – Personal Core Component

Characteristic System Name

UIC

Definition

A unique ten-digit number assigned by CEPI to an individual.

Use

The UIC is essential to the identification and tracking of student data over time. MDE and CEPI use these data for provided reporting services, federal data requirements (e.g., ESSA, CCD, program eligibility data and enrollment demographics), outcome measures (e.g., assessments, graduation, attendance, discipline), and State School Aid payments.

Citation

ESSA, 20 USC 6311; Perkins IV (P.L. 109-270); State School Aid Act, MCL 388.1619(3), 388.1694a(1), 388.1694a(6)

Specification

Numeric Text (can have leading zeros)

- Minimum length: 10
- Maximum length: 10

Instructions

- Enter the ten-digit numeric identification code assigned to the student. You are required to enter leading zeros, when appropriate.
- Except for the Early Roster and Request for UIC collections, you are required to submit this characteristic when you submit the Personal Core Component.
- When a student has more than one UIC and they have been linked, report the primary UIC only. The system will not accept secondary UICs.

Characteristic Tip

- Validating student UICs prior to the Fall General Collection and updating your SIS to contain the correct UIC for each student will decrease the time needed for completing your submission by minimizing resolution.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Last Name

Characteristic – Personal Core Component

Characteristic System Name

LastName

Definition

The student's last name, family name, or surname as it appears on their birth certificate or other legal documentation.

Use

MDE and CEPI use these data for student identification, as well as for feeding other state data systems such as assessment and CTEIS.

Citation

ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

Instructions

- Enter the student's complete legal last name.
- When a student has only a **single name**, that name should be reported as the last name, and the first name should be reported as "FNU" (First Name Unknown).
- Do not report last name suffixes in this characteristic. If applicable, use the Last Name Suffix characteristic.
- You are required to submit this characteristic when you submit the Personal Core Component.

Characteristic Tip

- While a student may change their name or request to be called something other than their legal name, the name as reported on their birth certificate or other official/legal documentation is required for identification and enrollment purposes. For more information, please refer to Section 1 of the [Pupil Accounting Manual](#).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

First Name

Characteristic – Personal Core Component

Characteristic System Name

FirstName

Definition

A name given at birth, baptism, naming ceremony, or through a legal change. Always record the student's name as it appears on a birth certificate or legal document presented at the time of enrollment. Please refer to the [Pupil Accountant Manual](#) for acceptable alternatives when the name presented on the birth certificate is not appropriate (such as "baby boy," "baby girl," foreign language). Do **not** use nicknames or abbreviated names.

Use

MDE and CEPI use these data for student identification, as well as for feeding other state data systems such as assessment and CTEIS.

Citation

ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

Instructions

- Enter the student's complete legal first name.
- When a student has only a **single name**, that name should be reported as the last name, and the first name should be reported as "FNU" (First Name Unknown).
- You are required to submit this characteristic when you submit the Personal Core Component.

Characteristic Tip

- While a student may change their name or request to be called something other than their legal name, the name as reported on their birth certificate or other official / legal documentation is required for identification and enrollment purposes. For more information, please refer to Section 1 of the [Pupil Accounting Manual](#).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Middle Name

Characteristic – Personal Core Component

Characteristic System Name

MiddleName

Definition

The student's middle name given at birth, baptism, naming ceremony, or through a legal change. When the full middle name is not available, the middle initial may be submitted.

Use

MDE and CEPI use these data in the identification of students in UIC matching and resolution processes.

Citation

ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

Names (letters, apostrophes, commas, hyphens, periods)

- Minimum length: 1
- Maximum length: 50

Instructions

- Enter the student's full, legal middle name or middle initial.
- This characteristic is optional. You may omit it when the student's legal middle name or initial is not available, or when the student does not have a middle name or initial.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Last Name Suffix

Characteristic – Personal Core Component

Characteristic System Name

Suffix

Definition

The abbreviated name suffix that follows the student's full name and provides additional information about the student. Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).

Use

CEPI uses these data in the identification of students in UIC matching and resolution processes.

Citation

ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

Free-Form Text

Instructions

- Enter the applicable suffix for the student.
- This characteristic is optional. You may omit it when not applicable or available.

Characteristic Tip

- Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Date of Birth

Characteristic – Personal Core Component

Characteristic System Name

DateOfBirth

Definition

The date (month, day and year) on which the student was born as it appears on their birth certificate or other legal document.

Use

MDE and CEPI use these data for multiple purposes, including student identification, determining calculated grades for students in ungraded settings, as well as ESSA, IDEA, Perkins and Migrant Education Program reporting.

Citation

ESSA, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)

Specification

Date (only); CCYY-MM-DD

Instructions

- The reported date must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

```
<DateOfBirth>2003-03-03</DateOfBirth>
```
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
***Date of Birth:**
- The date reported in this characteristic must not be a future date.
- The date reported in this characteristic must not be more than one hundred years prior to the system date.
- You are required to submit this characteristic when you submit the Personal Core Component.

Characteristic Tip

- Common entry errors for the Date of Birth characteristic include the entry of the current year or enrollment year instead of the birth year.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Multiple Birth Order

Characteristic – Personal Core Component

Characteristic System Name

MultipleBirthOrder

Definition

Indicate that the student is part of a multiple birth where siblings share all unique identifying characteristics. Multiple Birth Order is not intended to identify every case of twins, triplets, etc., in the state. It is only intended to provide some distinguishing data element for cases where twins (triplets, etc.) of the same gender have the same or a similar first name. Each student from such a multiple birth is to have a unique number.

Use

CEPI uses these data to determine appropriate UIC assignment in cases where all core fields are identical or very similar.

Citation

None

Specification

Whole number (integer) data type, format: N

- Minimum length: 1
- Maximum length: 1
- Minimum value: 0
- Maximum value: 9

Instructions

- For the first twin (triplet, etc.), enter "1" for the Multiple Birth Order. Next, for the second twin (triplet, etc.), enter "2" for the Multiple Birth Order.
- Enter the whole number (0-9) that represents the student's birth order status. NOTE: To accommodate some local student information systems, "0" is accepted for students who are not part of a multiple birth.
- This characteristic is optional.

Characteristic Tip

- MSDS will use these data to "break ties" if two or more students are identified as duplicates (i.e., they share all or most unique identifying information), yet the district authorized user knows that these students are not duplicates but instead part of a multiple birth. These may not always be exact matches, but could be similar first names, such as Austin and Justin.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Gender

Characteristic – Personal Core Component

Characteristic System Name

Gender

Definition

An indication that students are either female or male.

Use

MDE use these data for ESSA and Migrant Education Program reporting.

Citation

ESSA, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270); [State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for LGBTQ Students](#)

Specification

List of values (choose from list)

Code	Text
M	Male
F	Female

Instructions

- Choose/enter the code that represents the gender that a student most commonly identifies with.
- You are required to submit this characteristic when you submit the Personal Core Component.

Characteristic Tip

- The system will only accept the capital letters "M" or "F" in this characteristic. If you submit any other letter or lowercase "m" or "f," the system will reject the uploaded file.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Personal Curriculum

Component Overview

You must identify students participating in a personal curriculum to modify the graduation requirements for the Michigan Merit Curriculum and report them with the Personal Curriculum Component.

For more information about personal curriculums and MMC, please refer to the [MDE Personal Curriculum web page](#).

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Personal Curriculum Credit Modification	List of Values	1	Required	Yes	Unbounded* (1 per code)
Personal Curriculum Type	List of Values	2	Required	No	1

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

The screenshot shows a software interface for adding a Personal Curriculum component. At the top, there are buttons for 'Submit', 'Cancel', 'Select Component', and 'Add Component'. Below these are tabs for 'Entity Demographics', 'Personal Demographics', 'Program Participation', and 'PersonalCurriculum'. The 'PersonalCurriculum' tab is active, showing a list of subjects with checkboxes: '1-English Language Arts', '2-Mathematics' (checked), '3-Science', and '4-Social Studies'. Below the list, there is a dropdown menu for 'Personal Curriculum Type' set to '3-General Enhanced'.

Grade Or Setting Dependency

Personal curricula are usually only allowed for students in grades nine through twelve. When you submit the Personal Curriculum Component and the student record does not contain code "09", "10", "11" or "12" in the characteristic Grade Or Setting in the School Demographics Component, a warning will be issued.

Personal Curriculum Credit Modification

Characteristic – Personal Curriculum Component

Characteristic System Name

PersonalCurriculumCreditModification

Definition

The academic area that is being modified by the personal curriculum.

Use

MDE use these data for state reporting.

Citation

State School Aid Act, MCL Sections 380.1278a and 380.1278b

Specification

List of values (choose from list)

Code	Text	Description
1	English Language Arts	Modifications to the MMC ELA credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school.
2	Mathematics	Modification to the MMC Mathematics credit requirements under the following circumstances: Student has completed a minimum of 1.5 credits aligned to math content expectations prior to any modification. One (1) credit of Algebra II may be modified to one-half (1/2) credit. Additional modifications are allowed for students with an IEP and transfer students who have completed two (2) years of high school.
3	Science	Modifications to the MMC Science credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school.

Code	Text	Description
4	Social Studies	<p>Modification to the MMC Social Studies credit requirements under the following circumstances:</p> <p>No modification of Civics.</p> <p>Student has completed a minimum of two (2) social studies credits prior to modification.</p> <p>One (1) social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science or world languages credit.</p> <p>Additional modifications are allowed for students with an IEP and transfer students who have completed two (2) years of high school.</p>
5	Visual, Performing and Applied Arts	<p>Modification where credit is exchanged for an additional English language arts, math, science or world languages credit.</p> <p>Additional modifications are allowed for students with an IEP and transfer students who have completed two (2) years of high school.</p>
6	World Languages	<p>Modifications to the MMC World Languages credit requirements for students with an IEP and for transfer students who have completed two (2) years of high school.</p>
8	Health/Physical Education	<p>Modification where credit is exchanged for an additional English language arts, math, science or world languages credit.</p> <p>Additional modifications are allowed for students with an IEP and transfer students who have completed two (2) years of high school.</p>
9	Personal Finance	<p>Modification for Special Education students that require completion of a ½ credit course in personal finance that meets subject area content expectations developed by the Michigan Department of Education (MDE) and approved by the State Board of Education (SBE).</p>

Instructions

- Choose/enter the code that represents the type of MMC credit modification the student's personal curriculum includes.

- Report this characteristic when you include the Personal Curriculum Component in the student record.
- Submit this characteristic up to one time for each code (maximum of seven occurrences) within the Personal Curriculum Component when the student's personal curriculum contains multiple modification types.
- When this characteristic is reported with "9", the Special Education component must also be reported.

Characteristic Tip

- Reference the [Parent and Educator Guide](#) on the MDE website for more detailed information about determining a student's eligibility for a modification type.

If you have questions about this characteristic, please contact:

Personal Curriculum Consultant at MDE Office of Educational Supports Curriculum & Instruction at 517-241-4285

Personal Curriculum Type

Characteristic – Personal Curriculum Component

Characteristic System Name

PersonalCurriculumType

Definition

The criteria under which the personal curriculum modification is allowed.

Use

MDE use these data for state reporting.

Citation

State School Aid Act, MCL Sections 380.1278a and 380.1278b

Specification

List of values (choose from list)

Code	Text	Description
1	IEP	The student has an IEP showing a documented need to make modifications because: The student's disability affects access to and/or demonstration of proficiency in the curriculum and/or The student demonstrates a lack of progress on the MMC despite documented interventions, supports and accommodations.
2	Transfer	The student transfers from out of state or from a nonpublic school after successful completion of the equivalent of two years of high school credit.
3	General Enhanced	The student has demonstrated: The ability or desire to access advanced or specialized content that cannot be met through electives and/or the ability to succeed in accelerated or advanced math, science, English language arts or world languages.
4	General Modified	The student has demonstrated the academic need to reduce the Algebra II credit requirement from 1.0 credit to 0.5 credit.

Instructions

- Choose/enter the code that represents the justification for the modification of the MMC requirements for the student.
- You are required to report this characteristic when you include the Personal Curriculum Component in the student record.
- If this characteristic is reported with "1", then you must also submit the Special Education Component

Characteristic Tip

- Reference the [Parent and Educator Guide](#) for more detailed information on determining a student's eligibility for a modification type.

If you have questions about this characteristic, please contact:

Personal Curriculum Consultant at MDE Office of Educational Supports Curriculum and Instruction at 517-241-4285

Personal Demographics

Component Overview

The Personal Demographics Component contains data related to the student’s non-core demographic information.

New for 2025-26: Tribal Affiliation Status and Tribal Affiliation characteristics have been added as LEAs will be required to report data identifying the self-reported tribal affiliation of students.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Resident LEA Number	Numeric	1	Conditional	No	1
Student Resident County	List of Values	2	Conditional	No	1
Racial/Ethnic Code	Numeric	3	Required	No	1
Tribal Affiliation Status	Yes/No	4	Conditional	No	1
Tribal Affiliation	List of Values	5	Conditional	No	1

When Is This Component Required?

You are required to submit the Personal Demographics Component when you submit a student record in the Early Childhood, General (Fall, Spring or EOY) and Student Record Maintenance collections. It is optional in the Early Roster and Request for UIC Collections, and not allowed in all other collections. There are business rules that will generate errors when data in another component is dependent on any of the characteristics included in the Personal Demographics Component.

Resident LEA Number

Characteristic – Personal Demographics Component

Characteristic System Name

ResidentLEANumber

Definition

The five-digit code for the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides.

Use

MDE use these data for determining state aid foundation payments as well as ESSA and IDEA reporting.

Citation

State School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

- Enter the code that represents the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides, except when:
 - The student's parents or legal guardian reside in different districts (as defined in 388.1624b); the child may enroll in either district. Enter the five-digit code for the district in which the student is enrolled.
 - The student resides in a juvenile detention facility (defined in 6(4)(d)). Enter the five-digit code for the district in which the facility is located.
 - The student is under court jurisdiction. Enter the five-digit code for the geographic district where the court placed the child.
 - The student is attending a United States Olympic Education Center and their parent(s) or legal guardian(s) reside outside of the state of Michigan. Enter the five-digit code for the geographic district where the Center is located.
- The code must be a valid code in EEM for an open LEA district. You may not report an ISD, PSA, or State of Michigan district in this characteristic.
- You are required to submit this characteristic when you submit the Personal Demographics Component unless the student is not a resident of the state of Michigan, as identified by reporting a state other than Michigan ("MI") in the State characteristic or by having code "9110" reported in Program Eligibility Participation.

- If the total value of FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in this characteristic.

Characteristic Tip

- The district you report as the resident LEA must be identified as an LEA-type district in the [Educational Entity Master](#). You may not report PSA- and ISD-type districts or State of Michigan districts as resident LEAs.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Student Resident County

Characteristic – Personal Demographics Component

Characteristic System Name

StudentResidentCounty

Definition

The two-digit code assigned to the Michigan county in which the student's primary address is located.

Use

MDE uses these data for state and ESSA reporting.

Citation

State School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

List of values (choose from list)

- Refer to the [Department of Environment, Great Lakes, and Energy website](#) for a list of county codes.

Instructions

- Submit this characteristic when submitting data in the Early Childhood collections. This characteristic is optional in all other collections.
- You must include leading zeros when applicable.

Characteristic Tip

- This characteristic captures the county where the student lives, not necessarily the county in which the operating district administrative or school buildings are located.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Racial/Ethnic Code

Characteristic – Personal Demographics Component

Characteristic System Name

Ethnicity

Definition

The data reported in this characteristic describe the student’s racial group and ethnicity. This is a unique six-position, multiple-occurrence field. The indicator of the code is located by position in the format.

For more information on how CEPI uses this characteristic for reporting, please refer to the CEPI [Race and Ethnicity](#) document.

Position	Race/Ethnicity	Description
First "100000"	American Indian or Alaska Native	A student having origins in any of the original peoples of North America and South America (including Central America).
Second "010000"	Asian	A student having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian sub-continent including for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.
Third "001000"	Black or African-American	A student having origins in any of the black racial groups of Africa.
Fourth "000100"	Native Hawaiian or Other Pacific Islander	A student having origins in any of the original peoples of Hawaii, Guam, Samoa or other Pacific Islands.
Fifth "000010"	White	A student having origins in any of the original peoples of Europe, the Middle East or North Africa.
Sixth "000001"	Hispanic or Latino	An indication that the individual traces their origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Use

MDE use these data for ESSA, IDEA and Perkins reporting requirements.

Citation

ESSA, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 PL 105-17 Sec. 618(i); Perkins IV (P.L. 109-270)

Specification

Numeric Text (can have leading zeros); Format: NNNNNN

- Minimum length: 6
- Maximum length: 6

Instructions

- Enter "0" in the position of a race/ethnicity to which the student does not belong.
- At least one position must contain the value "1".
- This characteristic may not contain the value "111111" or "123456".
- You are required to submit this characteristic when you submit the Personal Demographics Component.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Tribal Affiliation Status

Characteristic – Personal Demographics Component

Characteristic System Name

TribalAffiliationStatus

Definition

An indication of whether a person has ties to one or more Indigenous Nations through citizenship, membership, enrollment or descendency.

Use

These data are used to provide reporting to Tribal governments on the status of students affiliated with their particular tribe.

Citation

State School Aid Act, Section 19(7), 94a(4)(h)(ii), and 152(a)(1)

Specification

Boolean (true, false, 1, 0) (XML)

Yes/No (online entry)

Instructions

- If Tribal Affiliation Status = "Yes" then the Tribal Affiliation characteristic is permitted.
- If Tribal Affiliation Status does not = "Yes" then the Tribal Affiliation characteristic cannot be submitted.

If you have questions about this characteristic:

Please visit [FAQ: Tribal Affiliation Data Collection](#) or contact Nate Beelen, MDE Indigenous Education Initiative Team, at BeelenN@michigan.gov or 906-322-9493.

Tribal Affiliation

Characteristic – Personal Demographics Component

Characteristic System Name

TribalAffiliation

Definition

The Indigenous Nation to which an individual has ties through citizenship, membership, enrollment or descendency.

Use

These data are used to provide reporting to Tribal governments on the status of students affiliated with their particular tribe.

Citation

State School Aid Act, Section 19(7), 94a(4)(h)(ii), and 152(a)(1)

Specification

List of values (choose from list)

Code	Text	Description
BayMillsIndianCommunityMichigan	Bay Mills Indian Community, Michigan	The Tribal Nation of the Bay Mills Indian Community.
GrandTraverseBandofOttawaandChippewaIndians	Grand Traverse Band of Ottawa and Chippewa Indians, Michigan	The Tribal Nation of the Grand Traverse Band of Ottawa and Chippewa Indians.
HannahvilleIndianCommunityMichigan	Hannahville Indian Community, Michigan	The Tribal Nation of the Hannahville Indian Community.
KeweenawBayIndianCommunityMichigan	Keweenaw Bay Indian Community, Michigan	The Tribal Nation of the Keweenaw Bay Indian Community.
LacVieuxDesertBandofLakeSuperiorChippewaIndians	Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan	The Tribal Nation of the Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan.
LittleRiverBandofOttawaIndiansMichigan	Little River Band of Ottawa Indians, Michigan	The Tribal Nation of the Little River Band of Ottawa Indians.
LittleTraverseBayBandsofOdawaIndiansMichigan	Little Traverse Bay Bands of Odawa Indians, Michigan	The Tribal Nation of the Little Traverse Bay Band of Odawa Indians.

Code	Text	Description
Matchebenashshe-wishBandofPottawatomiiIndians	Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan	The Tribal Nation of the Match-e-be-nash-she-wish Band of Pottawatomi Indians of Michigan.
NottawaseppiHuronBandofthePotawatomiMichigan	Nottawaseppi Huron Band of the Potawatomi, Michigan	The Tribal Nation of the Nottawaseppi Huron Band of the Potawatomi.
PokagonBandofPotawatomiIndiansMichiganandIndiana	Pokagon Band of Potawatomi Indians, Michigan and Indiana	The Tribal Nation of the Pokagon Band of Potawatomi Indians.
SaginawChippewaIndianTribeofMichigan	Saginaw Chippewa Indian Tribe of Michigan	The Tribal Nation of the Saginaw Chippewa Indian Tribe of Michigan.
SaultSte.MarieTribeofChippewaIndiansMichigan	Sault Ste. Marie Tribe of Chippewa Indians, Michigan	The Tribal Nation of the Sault Ste Marie Tribe of Chippewa Indians.
NotListed	Not Listed	Tribal Nation not currently included in the available option set.

Instructions

- Select the primary Indigenous Nation to which a student has ties through citizenship, membership, enrollment or descendency.
- If Tribal Affiliation Status = “Yes” then the Tribal Affiliation characteristic is permitted.
- If Tribal Affiliation Status does not = “Yes” then the Tribal Affiliation characteristic cannot be submitted.

Characteristic Tips

- If a student has affirmed they are tribally affiliated, but do not know which tribe they are affiliated with, Tribal Affiliation may be omitted. Do not submit “Not Listed” in this case.
- “Not Listed” should only be used when the tribe is known but is not one of the available options.

If you have questions about this characteristic:

Please visit [FAQ: Tribal Affiliation Data Collection](#) or contact Nate Beelen, MDE Indigenous Education Initiative Team, at BeelenN@michigan.gov or 906-322-9493.

Program Participation

Component Overview

The Program Participation Component contains data related to the student’s eligibility and/or participation in specialized programs or services. Students who may be eligible for program-level allocations and are required to be reported for compliance and/or program monitoring must be reported with the appropriate program codes. These data are also important for the accurate identification of subgroup participation required for federal reporting.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Program Eligibility Participation	List of Values	1	Required	Yes	Unbounded (1 per code)*

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

The screenshot shows a web-based form with several tabs: 'School Demographics', 'Personal Demographics', 'Enrollment', 'Membership', 'GeneralEdFTE', 'Program Participation', and 'Attendance'. The 'Program Participation' tab is active. Below the tabs, there is a dropdown menu for 'Program Eligibility Participation' with a red 'X' close button. The dropdown list includes the following options with checkboxes:

- 9220-Alternative Education
- 9230-Developmental Kindergarten
- 3500-Early/Middle College Participant
- 9130-Immigrant
- 9130-International Student

When Is This Component Required?

Submit the Program Participation Component when a student is participating in or is eligible for any of the listed programs. You may also report this component in the Early Childhood Collections when applicable.

Early Middle College Participants

When reporting early middle college participants, **it is very important to always report Program Participation code "3500" in all collections**; otherwise, a student’s cohort year may be adversely affected. Students reported with Program Participation code

“3500” will have their cohort year increased by one. If a student was reported with code “3500” in the previous collection but not reported with this code in the current collection, the student’s cohort year will be decreased by one. In addition, early middle college participants must be reported as full-time students at the early middle college school or facility.

Developmental Kindergarten

- Submit when a student is in the first year of the planned two-year developmental kindergarten program.
- Do not submit when a student is in their second year of a planned two-year Developmental Kindergarten program, OR when a student attends a regular one-year kindergarten program, but then is retained in that grade for an additional year or more.

Section 31a At-risk Students

Program Participation code 3060 provides a means of identifying a student that is eligible for Section 31a At-risk services. With exception to those students already coded for LEAs (Immigrant, English Learner and Economically Disadvantaged), all other At-risk eligible students, based on legislative identification criteria, must be coded with the 3060 code in each general collection.

For information about determining eligibility, please refer to the [MDE Section 31a At-risk web page](#).

Title I Targeted Assistance Program

Districts running a Title I, Part A Targeted Assistance program must submit additional end-of-school-year student data. If a school received Title I Targeted Assistance program funding, districts are required to minimally report the **Program Participation Component with code 6010 (Targeted Assistance Program)** annually for each student who participated in targeted assistance school programs during the school year. Do not report this code for students in a Title I Schoolwide program.

Program Eligibility Participation

Characteristic – Program Participation Component

Characteristic System Name

ProgramEligibilityParticipation

Definition

The type of categorical program(s) or service(s) for which the student is eligible and may participate.

Use

MDE use these data for ESSA and state reporting.

Citation

IDEA 20 USCS Sec. 1400 (PL 108-446 Sec. 1418); MARSE R 340.1701(c)

Specification

List of values (choose from list)

Code	Text	Description
9220	Alternative Education	Student is currently participating in an alternative education program. Use Grade or Setting to report the appropriate grade level.
9230	Developmental Kindergarten	A defined two-year kindergarten program that occurs prior to students entering the first grade.
3500	Early Middle College Participant	Student is enrolled in an early middle college program.
9130	Immigrant	Student has immigrated to the United States from another country and is aged 3 through 21 years, was not born in any state in America and has not attended one or more schools in any one or more states for more than three full academic years.
9120	International Student	Student is an international student participating in a foreign exchange program.
9150	Johnson-O'Malley	The student is participating in a Johnson-O'Malley Act program.
9140	Military Connected Student	Student with a parent who is a member of the Armed Forces or National Guard.
9110	Out-of-State Resident	Student attends the district from a state or a province other than Michigan. (No FTE may be claimed.)

Code	Text	Description
9229	Seat-Time Waiver Participant	Student is receiving instruction for three or more courses through an offline Seat-Time Waiver program.
3060	Section 31a At-risk	Student has been identified as eligible for Section 31a at-risk services.
9210	Section 504	Student is considered disabled under Section 504 of the Rehabilitation Act of 1973 .
9222	Extreme Barriers	Student is less than 22 years of age as of September 1 of the school year, had dropped out of school, and 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.
6010	Title I Targeted Assistance Program	Student currently participates in a targeted assistance school program or has participated in a TAS program during the current school year. This is not for students in Title I school-wide programs.
7700	Title VI Indian Education	The student is participating in a Title VI Indian Education formula grant program.

Instructions

- Choose/enter the code that represents the program or service in which the student participates or for which they are eligible.
- Submit this characteristic at least once when you submit the Program Participation Component.

Characteristic Tip

- Before certifying a collection, verify that the data accurately report the total counts for categorical programs by thoroughly reviewing the Program Participant Count staging area report. The drilldown format will provide student-level detail.
- Only report code "9140" (Military Connected Student) for students in grades K-12. Children in preschool and students in special education transition programs (Grade or Setting codes "30" and "14") should not be reported with this code.
- For assistance reporting International Students and Immigrants, please refer to [Guidance for Immigrant Students](#)

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

For questions about **Early Middle College**, please contact Stacey Stover, MDE Office of Career and Technical Education, at stovers@michigan.gov or 517-281-4287

For questions concerning **developmental kindergarten**, please contact MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

For questions concerning **military-connected children**, please contact Kevin Walters, MDE Office of Financial Management, at waltersk5@michigan.gov or 517-335-0543.

For questions concerning **personal curriculum**, please contact Ruth Anne Hodges, MDE Office of Educational Supports, at hodgesr3@michigan.gov or 517-241-2219.

For questions concerning **alternative education, seat-time waiver** programs or programs for those with **extreme barriers** (code **9222**), please contact Jeff McNeal, MDE Office of Educational Supports, at mcnealj1@michigan.gov or 517-241-6958.

For questions concerning **section 31a at-risk students**, please contact:

- Alex Schwarz, MDE Office of Educational Assessment and Accountability at schwarza@michigan.gov or 517-373-1292
- MDE Office of Educational Supports at MDE-Section31a@michigan.gov or 517-241-6977

For questions concerning **Johnson-O'Malley** and **Title VI Indian Education** programs, please see the [Title VI and Johnson-O'Malley Frequently Asked Questions](#) or contact Nate Beelen, MDE Indigenous Education Initiative Team, at BeelenN@michigan.gov or 906-322-9493

School Demographics

Component Overview

The data collected in the School Demographics Component reflect the student’s current relationship within the district. The School Demographics Component is required in all collections except Early Childhood and Request for UIC.

There are dependencies between characteristics in the School Demographics Component and:

- Enrollment Component – Exit Status and District Exit Date characteristics
- Personal Demographics Component – Resident LEA Number characteristic
- Student Course Component – Academic Year characteristic
- Submitting Entity Component – Submitting Entity characteristic

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Operating District Number	Numeric	1	Required	No	1
School Facility Number	Numeric	2	Conditional	No	1
Student ID Number	Free-form Text	3	Optional	No	1
Grade or Setting	List of Values	4	Required	No	1
S2E2 Code	Numeric Text	5	Conditional	No	1
Building Pupil Would Otherwise Attend	Numeric Text	6	Optional	No	1

When Is This Component Required?

You are required to submit the School Demographics Component in all MSDS collections except the Early Childhood and Request for UIC collections.

Operating District Number

Characteristic – School Demographics Component

Characteristic System Name

OperatingDistrictNumber

Definition

The state-assigned five-digit number, as recorded in EEM, which identifies the public school district responsible for providing education to the reported student. It is the district to which any applicable funds (state or federal) will be sent.

Use

MDE use these data for compensation and reporting.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; Every Student Succeeds Act (ESSA), 20 United States Code (USC) 6311

Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

- Enter the code that represents the district (LEA, PSA or ISD) providing the educational services reported.
- The code must be a valid code in EEM for a LEA, PSA or ISD district.
- The reported district must have a status of "open-active," "closed-pending" or "closed" in EEM as of the applicable collection as of date.
 - When submitting the Teacher Student Data Link (TSDL) Collection, you may not report an entity that has a close date in EEM prior to July 1 of the earliest year reported in the Academic Year characteristic (or if no Academic Year is reported, the close date is prior to July 1 of the current school year).
 - For all other collections, you may not report an entity that has a close date in EEM prior to the District Exit Date (or if no exit date was reported, prior to the As Of Date).
 - If the entity reported has a status of "closed," the District Exit Status characteristic in the Enrollment component must not contain code "19".
- If the operating district is an ISD or PSA district (as identified in EEM), then the code you submit in Operating District must not be the same as the code you submit in Resident LEA Number in the Personal Demographics Component; otherwise an error will occur. (Operating District <> Resident LEA Number)
- You are required to report this characteristic when you submit the School Demographics Component.

Characteristic Tip

- Every student record for a single district should have the same operating district number. The operating district may, however, differ from the district reported in the Resident LEA Number characteristic in the Personal Demographics Component.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

School Facility Number

Characteristic – School Demographics Component

Characteristic System Name

SchoolFacilityNumber

Definition

The state-assigned five-digit code as recorded in EEM for the building. Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the [EEM web page](#).

Use

MDE use these data for compensation and reporting.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 United States Code (USC) 6311

Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

- Enter the five-digit code that represents the school or facility building where the student receives the educational services reported.
- The code must be a valid code in EEM for a school or unique education provider.
- The entity reported in this characteristic must be:
 - Beneath the reported Operating District Number in the EEM hierarchy; OR
 - Of group "State" in EEM (belonging to district number "84000"); OR
 - Of group "Nonpublic" in EEM; OR
 - Defined as Shared Educational Entity (SEE) that the Operating District is a member of, according to EEM.
- The reported entity must have a status of "open-active," "closed-pending" or "closed" in EEM as of the applicable collection as of date.
 - When submitting the Teacher Student Data Link (TSDL) Collection, you may not report an entity that has a close date in EEM prior to September 1 of the earliest year reported in the Academic Year characteristic (or if no Academic Year is reported, the close date is prior to September 1 of the current school year).
 - When submitting the Early Childhood Collection, you may not report an entity that has a close date in EEM prior to the Early Childhood Program End Date.
 - For all other collections, you may not report an entity that has a close date in EEM prior to the District Exit Date (or if no exit date was reported, prior to the As Of Date).

MSDS Collection Details

- This characteristic is required in the General Collections (Fall, Spring or EOY), Student Record Maintenance, Early Roster, and Teacher Student Data Link collections, except in the following situations:
 - The reported District Exit Status code is "00".
 - The Early On Component is submitted. However, if the child is older than 3 years of age as of the collection count date and the Special Education Component is submitted, this characteristic must be reported.
- If the School Facility Number is a nonpublic school, then the Student Residency (Membership) must be 04 or 08.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Local Student Identification Number

Characteristic – School Demographics Component

Characteristic System Name

StudentIdNumber

Definition

The code given by the educating entity to identify the student. NOTE: This is different from the UIC generated by CEPI. Do not use the student's Social Security Number.

Use

MDE use these data to assist with student matching and they are provided on several district reports in MSDS to help with importing data back into the local SISs.

Citation

None.

Specification

Text (free form) – accepts both alpha and numeric characters

- Maximum length: 20

Instructions

- Enter the code used by the educating entity to identify the student.
- This characteristic is optional.
- An error will occur if this characteristic is submitted with all zeros.

Characteristic Tip

- The Student ID Number should not be the same as the CEPI UIC or the student's Social Security Number. Use this characteristic as a "helper" when completing UIC resolution.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Student Grade or Setting

Characteristic – School Demographics Component

Characteristic System Name

GradeOrSetting

Definition

The grade level or the educational setting in which the student is enrolled.

Use

MDE use these data for ESSA and IDEA reporting.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

List of values (choose from list)

Code	Text	Description
00	Kindergarten	Any one- or two-year program prior to first grade that meets the membership eligibility requirements of enrolling students who are 5 years of age on or before December 1. If the setting is developmental kindergarten (DK), the student must also be reported in Program Eligibility Participation with code "9230" in their first year of a planned two-year program. (NOTE: Pre-kindergarten early childhood programs do not include DK.)
01	First Grade	The first school level after kindergarten. Students are usually 6–7 years old.
02	Second Grade	The second school level after kindergarten. Students are usually 7–8 years old.
03	Third Grade	The third school level after kindergarten. Students are usually 8–9 years old.
04	Fourth Grade	The fourth school level after kindergarten. Students are usually 9–10 years old.
05	Fifth Grade	The fifth school level after kindergarten. Students are usually 10–11 years old.
06	Sixth Grade	The sixth school level after kindergarten. Students are usually 11–12 years old.
07	Seventh Grade	The seventh school level after kindergarten. Students are usually 12–13 years old.

Code	Text	Description
08	Eighth Grade	The eighth school level after kindergarten. Students are usually 13–14 years old.
09	Ninth Grade	The ninth or freshman school level after kindergarten. Students are usually 14–15 years old.
10	Tenth Grade	The tenth or sophomore school level after kindergarten. Students are usually 15–16 years old.
11	Eleventh Grade	The eleventh or junior school level after kindergarten. Students are usually 16–17 years old.
12	Twelfth Grade	The twelfth or senior school level after kindergarten. Students are usually 17–18 years old.
14	Special Education Transition	A special program designed for students 18 years or older who are participating in special education transitional services.
20	Adult Education	No longer reported in MSDS (see below)
30	Early Childhood / <i>Early On</i>	Children receiving early childhood special education or <i>Early On</i> services which are below the level of kindergarten. This does not include developmental kindergarten.

Instructions

- Choose/enter the code that best identifies the grade level or the educational setting in which the student is enrolled.
 - For Grade or Setting codes "00" – "12", a warning is issued when the reported grade is not within two years of the student's chronological age on September 1 of the current school year, minus five $\{([\text{chronological age} - 5] \pm 2) = \text{grade level}\}$.
 - If the student is in a self-contained special educational setting, meaning that special education services are received in the context of an otherwise K-12, general educational setting, use the age-appropriate grade placement.
 - For students in a multi-age setting, use the appropriate grade level for the student.
 - For students beyond age-appropriate grade levels, use the correct educational setting for the student.
 - For alternative education, report the appropriate grade level for students currently participating in alternative education and report the alternative education status (code "9220") for the Program Eligibility Participation characteristic within the Program Participation Component.

MSDS Collection Details

- If the Grade or Setting is "20" (Adult Education) or "30" (Early Childhood/*Early On*), then the General Ed FTE characteristic cannot contain a value greater than "0.00"; otherwise an error will occur.
- The Grade or Setting you report must be within the set of grades and/or settings reported in EEM for the school/facility or operating district or the system will generate an error.
- If you report code "14" (Special Education Transition) in this characteristic for a collection other than the Teacher Student Data Link, you must also report the Special Education Component with a valid code in the characteristic Primary Disability.
- If you report code "14" (Special Education Transition) in this characteristic, the student's age must be 18 years or older as of December 1 of the current school year.
- If you report code "00" (Kindergarten) and the student is in the first year of a two-year kindergarten sequence preceding entry into first grade, you should also report "9230" (Developmental Kindergarten) in the Program Participation Component.
- If you report grades "00" thru "12", the student's age should be at least 5 years of age as of December 1 of the current school year, otherwise a warning will occur. Please confirm that the date of birth and the reported grade or setting is correct.
- Adult Education data (Grade "20") are now collected in the Michigan Adult Ed Reporting System (MAERS). Students may only be reported in MSDS if they are assigned to a graduation cohort and their cohort status needs to be updated for the calculation of Graduation and Dropout rates. Do not report these students unless they meet these criteria.
- If you report grade "30" (Early Childhood/*Early On*), the Early On and/or the Special Education component must also be submitted.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Specialized Shared Educational Entity Code

Characteristic – School Demographics Component

Characteristic System Name

S2E2Code

Definition

The state-assigned five-digit code as recorded in EEM for the Specialized Shared Educational Entity through which the student is receiving education or services.

Please refer to the [Educational Entity Master](#) glossary for definitions. The glossary is located in the upper right corner of the EEM application.

Use

MDE use these data for accountability and compliance monitoring.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 United States Code 6311

Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

- When the student reported is being educated through a Specialized Shared Educational Entity, enter the five-digit code that represents the S2E2.
- The code must be a valid code in EEM with entity type “non-instructional ancillary facility.”
- The Operating District reported must be a member of the Specialized Shared Educational Entity per EEM (must be listed on the “Members” tab on the EEM entity details page).
- The reported entity must have a status of “open-active,” “closed-pending” or “closed” in EEM as of the count date for the collection period.

Characteristic Tip

- The School Facility Number must also be reported and must belong to one of the member districts of the Specialized Shared Educational Entity per EEM.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Building Pupil Would Otherwise Attend

Characteristic – School Demographics Component

Characteristic System Name

BldgOtherwiseAttend

Definition

The building that a pupil would otherwise attend as specified in Sec. 104b (16).

Use

MDE use these data for accountability and reporting.

Citation

State School Aid Act, MCL 388.1704b(16)

Specification

Numeric Text (can have leading zeros); Format: NNNNN

- Minimum length: 5
- Maximum length: 5

Instructions

- Enter the five-digit code that represents the school or facility building where the student would otherwise attend as specified in Sec. 104b (16).
- The reported entity must be identified in EEM as being open and active for the time period reported.
- The reported entity must be an LEA School or LEA UEP.
- The reported entity must be beneath the reported Operating District Number in the EEM hierarchy.
- This characteristic cannot be submitted if the School or Facility Number is not a SEE entity or if the S2E2 Code has not been reported. For more information regarding SEE or S2E2 entities, please visit the following page: [Sending Scores Back Program for Shared Educational Entities \(SEEs\)](#).
- You may not report an entity that (per EEM) has a close date on or prior to the collection as of date or SRM "As of Date."

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Seclusion and Restraint

Component Overview

Public Act 394 of 2016 restricts the use of seclusion and restraint in schools. For further information regarding the legislation and Michigan’s Department of Education requirements, please review the [Emergency Use of Seclusion and Physical Restraint Memo](#) on MDE’s website.

The Seclusion and Restraint Component is used to collect data related to the use of emergency restraint and seclusion in the school district, public school academy or intermediate school district program. While MDE requires specific data to be collected, reported and retained at the local level, in MSDS you are only required to report the number of times a student was placed in emergency seclusion or restraint on a given day.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Maximum Occurrences
Date Occurred	Date (Only)	1	Required	No	1
Number of Times Secluded	Whole Number	2	Optional	No	1
Number of Times Restrained	Whole Number	3	Optional	No	1

When Is this Component Required?

You are required to report the Seclusion and Restraint Component when a student has been restrained and/or secluded. This component is submitted in the General Collections. It is also required to be reported in the Early Childhood Collections when a child is restrained. Under the statute, preschool pupils shall not be secluded, even in an emergency. You must report the number of times in a day that a student was either restrained or secluded.

Reporting Multiple Incidents Per Student

You may report an unlimited number of Seclusion and Restraint Components per student record in a single collection. However, each occurrence of the component must be associated with a unique Date Occurred.

Date Occurred

Characteristic – Seclusion and Restraint Component

Characteristic System Name

DateOccurred

Definition

The date a student was restrained and/or secluded.

Use

These data are used for state reporting to monitor how often students are placed within an emergency restraint or seclusion instance.

Citation

State School Aid Act, MCL 380.1307f

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD Sample:

<DateOccurred>**2017-02-28**</DateOccurred>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats. However, if you encounter problems, switching to the recommended format should resolve them.
- Enter the date that the student was secluded and/or restrained.
- This characteristic is required when the Seclusion and Restraint Component is reported.
- The date occurred must be on or before the As Of Date.
- The date reported for when the seclusion and/or restraint occurred must fall within the student's period of enrollment with the Operating District.
- When this characteristic is submitted, either the Number of Times Secluded or the Number of Times Restrained must include a value greater than 0.
- Do not re-report the same data in a subsequent collection or try to correct the data in subsequent collection. The data reported in each certified collection are being used for reporting.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384.

Number of Times Secluded

Characteristic – Seclusion and Restraint Component

Characteristic System Name

NumberSecluded

Definition

The number of times a student was secluded on the specified date.

Use

These data are used for state reporting to monitor how often students are placed within an emergency restraint or seclusion instance.

Citation

State School Aid Act, MCL 380.1307f

Specification

Whole number (integer) data type, format: NN

- Minimum length: 1
- Maximum length: 2
- Minimum value: 0
- Maximum value: 99

Instructions

- Enter the number of times a student was secluded on the date reported in the Date Occurred characteristic.
- Do not report this characteristic for preschool students. If you enter a value greater than 0 and the student is reported in a General Collection with grade 30, an error will be generated. If you enter a value greater than 0 in an Early Childhood Collection, an error will be generated.
- Do not re-report the same data in a subsequent collection or try to correct the data in subsequent collection. The data reported in each certified collection are being used for reporting.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384.

Number of Times Restrained

Characteristic – Seclusion and Restraint Component

Characteristic System Name

NumberRestrained

Definition

The number of times a student was restrained on the specified date

Use

These data are used for state reporting to monitor how often students are placed within an emergency restraint or seclusion instance.

Citation

State School Aid Act, MCL 380.1307f

Specification

Whole number (integer) data type, format: NN

- Minimum length: 1
- Maximum length: 2
- Minimum value: 0
- Maximum value: 99

Instructions

- Enter the number of times a student was restrained on the date reported in the Date Occurred characteristic.
- Do not re-report the same data in a subsequent collection or try to correct the data in subsequent collection. The data reported in each certified collection are being used for reporting.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384.

Section 23a

Component Overview

The Section 23a Component is used to claim one-twelfth (1/12) full-time equivalency for each month that an eligible student was enrolled in a Dropout Recovery Program. Only students who meet the requirements as outlined in the legislation (Public Act 465 of 2013, Section 6(4)(dd) and Section 23a) may be claimed for Section 23a funding.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Month Claimed	Date (year and month only)	1	Required	Yes	1
Program Start Date	Date (only)	2	Required	No	1

When Is This Component Required?

- You must submit this component in order to claim 1/12 of an FTE for each month that an eligible student was enrolled in a Dropout Recovery Program.
- This component may only be submitted in the Student Record Maintenance Collection. It is not allowed in any other collection. Please note: these students must also be reported in the General Collections.
- When this component is submitted, the student must not have been previously claimed for the same month by any district.
- When this component is submitted, no FTE (General or Special Ed) may be submitted as part of the SRM record.
- Legislation requires districts to submit a Section 23a claim no later than 30 days after the end of the claiming month. The system will generate an error during the quality review process if a claim is submitted later than this date.
- Age requirements for a section 23a claim are the same as claiming FTE. The student must meet one of the following **age requirements**:
 - **Less than twenty years of age** (Student's age < 20) as of September 1 of the current school year **AND five years of age or older** (Student's age >= 5) as of December 1 of the current school year; OR
 - **Less than twenty-two years of age** (Student's age < 22) as of September 1 of the current school year. The student must be reported with Program Eligibility Participation code "9222" (Eligible under Sec. 6(4)(J)(ii) special counting provision); OR
 - **Less than twenty-six years of age** (Student's age < 26) as of September 1 of the current school year **AND five years of age or older** (Student's age >= 5) as of December 1 of the current school year. The

student must be reported with a valid code in Primary Disability in the Special Education Component.

- For districts that provide Section 23a Dropout Recovery:
 - A Dropout Recovery Education Management Organization must be listed in EEM along with the Dropout Recovery Contact.
 - All courses for participating students are required to be reported in TSDL. At least one course for each student must be reported with Course Funding Program '01' (Sec 23a Dropout Recovery).

Reporting the "As of Date" in the SRM Component

- If the enrollment date is prior to the SRM Collection open date, report the "As of Date" as the current date.
- If the enrollment date is after the SRM Collection open date, report an "As of Date" equal to the enrollment date.

Month Claimed

Characteristic – Section 23a Component

Characteristic System Name

MonthClaimed

Definition

The month and year a student was in full attendance in the Dropout Recovery Program.

Use

This date is used to determine the amount of funding being claimed.

Citation

State School Aid Act, Sections 6(4)(dd) and 23a


Specification

Date (year & month only); CCYY-MM

Instructions

- The date reported must follow the below format:
 - XML format is CCYYMM. Sample:

 <MonthClaimed>**201303**</MonthClaimed>
 - The format for entering a date online must be CCYYMM.

 *Month Claimed: 
- Enter the year and month that the student was enrolled in a Dropout Recovery Program and was in full attendance.
- The student's Enrollment Date must be on or before the first day of the earliest month being claimed.
- You may only submit a claim for the previous calendar month.
- This characteristic is required when the Section 23a Component is submitted.

If you have questions about this characteristic, please contact:

Brian Ciloski, MDE Office of State Aid and School Finance at ciloskib@michigan.gov or 517-373-3352.

Program Start Date

Characteristic – Section 23a Component

Characteristic System Name

ProgramStartDate

Definition

The month, day and year of the first day a student participated in the Dropout Recovery Program.

Use

This date is used to determine if a student is eligible for Section 23a funding.

Citation

State School Aid Act, Sections 6(4)(dd) and 23a



Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<ProgramStartDate>**2019-01-25**</ProgramStartDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

*Program Start Date:  
- Enter the date that the student first participated in a Dropout Recovery Program.
- The reported date must be on or after the student's Enrollment Date.
- The reported date must be on or prior to the student's District Exit Date.
- The reported date must be on or before the first day of the month being claimed for Section 23a funding.
- This characteristic is required when the Section 23a Component is submitted.

If you have questions about this characteristic, please contact:

Brian Ciloski, MDE Office of State Aid and School Finance at ciloskib@michigan.gov or 517-373-3352.

Section 25

Component Overview

The Section 25 Component is used to request a pro-rated share FTE for pupils who enrolled into your district between the Fall Pupil Membership and Spring Supplemental count dates.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
First Day In Attendance	Date	1	Required	No	1

When Is This Component Required?

- You must submit this component in order to request a pro-rated share of FTE for pupils who enrolled into your district between the Fall Pupil Membership and Spring Supplemental count dates.
- This component may only be submitted in the SRM Collection. It is not allowed in any other collection.
- When this component is submitted,
 - The total FTE submitted in the student’s record (General Ed and Special Ed) must be **greater than 0**.
 - The total FTE submitted in the student’s record (General Ed and Special Ed) **cannot be greater than the total FTE submitted in the Fall General Collection**. (SRM Total FTE ≤ Fall Total FTE)
 - The reported enrollment date must be after the Fall Pupil Membership Count Date.
- You may not submit this component for a student if that student was not claimed for FTE by any district in the Fall General Collection.
- If you submit this component for any student record, you will not be able to certify your SRM Collection until after the Fall General Collection closes. Initial Section 25 requests must be certified within 30 days of the student enrolling in your district, but prior to the Spring count date (second Wednesday in February).
- Prior to the Spring count date, CEPI will send a communication (via CEPI Announcements) regarding the availability of a brief window for districts to resubmit denied Section 25 requests after the Spring count date. During this window, districts may only resubmit Section 25 requests that meet all of the following criteria:
 - The request was previously denied by the ISD auditor.
 - The ISD auditor requested that the district resubmit the request with corrected information.
 - The initial request was submitted before the Spring count date.
 - The “As Of Date,” Enrollment Date, and “First Day in Attendance” are prior to the spring count date.

First Day in Attendance

Characteristic – Section 25 Component

Characteristic System Name

FirstDayInAttendance

Definition

The first day a student was in attendance in the submitting district

Use

This date is used to determine the amount of FTE being pro-rated.

Citation

State School Aid Act, MCL 388.1625e


Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<FirstDayInAttendance>**2013-10-28**</FirstDayInAttendance>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

*First Day in Attendance: 
- Enter the date that the student was first physically in attendance or has participation in each course on their schedule, or for a virtual pupil, the first date when the pupil and teacher of record/mentor completed a two-way interaction following enrollment.
- The reported date must be on or before the As of Date characteristic in the Student Record Maintenance Component.
- The reported date must be on or after the Enrollment Date characteristic in the Enrollment Component.
- The reported date must be after the Fall Pupil Membership count date and prior to the Spring Supplemental count date.
- This characteristic is required when the Section 25 Component is submitted.

Characteristic Tips

- Section 25 requests must be submitted within 30 calendar days of the student transferring into your district or within 30 days after the Fall General Collection certification deadline, whichever is greater. Initial requests not submitted within 30 days are subject to modification by your ISD auditor.
- Requests that are submitted after the 30-day window may be reported using a modified first date of attendance that complies with the 30 day window as per

the legislation. In doing so, the membership for the pupil will be prorated according to the modified first date of attendance reported.

If you have questions about this characteristic, please contact:

Brian Ciloski, MDE Office of State Aid and School Finance at ciloskib@michigan.gov or 517-373-3352.

Supplemental Nutrition Eligibility

Component Overview

The SNE Component is used to report the student’s eligibility for free or reduced-price milk or meals through the National School Lunch Program or the Child and Adult Care Food Program.

For further information regarding policy guidance of this component, please refer to the MDE [School Nutrition Programs](#) website.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Supplemental Nutrition Eligibility	List of Values	1	Optional	No	1

The screenshot shows a software interface with several tabs: School Demographics, Personal Demographics, Enrollment, Membership, Initial IEP, and SNE. The SNE tab is active. Below the tabs, there is a field labeled '*Supplemental Nutrition Eligibility:' with a dropdown menu set to '1-Eligible Free'. There is also a red 'X' icon in the top right corner of the field area.

When is this component required?

- Fall General Collection: Submit the SNE Component for each student who has been determined to be eligible for free or reduced-price milk or meals. Examples of eligibility include, but are not limited to, qualification based on an application, household information report, or extended eligibility. Districts may continue to collect applications and determine eligibility status until the collection certification deadline for students actively enrolled on count day.

NOTE: Students who are migrant, homeless, or appear on the Direct Certification report will automatically be identified as eligible for reporting purposes. Therefore, the SNE Component is not required for these students.

- Spring General, EOY General and SRM Collections: It is only necessary to submit these data for students who were found eligible after the Fall General Collection, or whose status changed from reduced to free meals.

MSDS Collection Details

- Early Childhood Collections: Submit the SNE Component when applicable for children determined to be eligible.

Data Usage

The SNE Component is used as part of determining the economically disadvantaged subgroup. This subgroup is used by multiple State of Michigan offices for categorical funding allocations and in a multitude of state and federal reports. Reporting inaccurate data will result in a significant negative impact on these allocations in the following school year.

Supplemental Nutrition Eligibility

Characteristic – Supplemental Nutrition Eligibility Component

Characteristic System Name

SupplementalNutritionEligibility

Definition

The type of categorical program(s) or service(s) for which the student is eligible

Use

Data reported in this characteristic are used as part of determining the economically disadvantaged subgroup. This subgroup is used by multiple State of Michigan offices for categorical funding allocations and in a multitude of state and federal reports.

Citation

Richard B. Russell National School Lunch Act, 42 USC. 175; Child Nutrition Act of 1966, 42 USC 1771; ESSA, Sec 20; Telecommunications Act of 1996, Sec. 254 (E-rate); State School Aid Act, MCL 388.1631a(4);

ESSA, 20 USC 6311; PL 107-110 Sec. 1111 (computation of economically disadvantaged subgroups for School Inde accountability results; Carl D Perkins Career and Technical Education Act of 2006. Section 113 (computation of economically disadvantaged special population)

Specification

List of values (choose from list)

Code	Text	Description
1	Eligible for free-meal/milk program	Student is eligible for free-meal/milk program for current school year.
2	Eligible for reduced-price meal program	Student is eligible for reduced-price meal program for current school year.
5	Direct Cert Extended Eligibility Free	Student is free eligible based on extended eligibility.

Instructions

- Choose/enter the code that represents the student's eligibility status for free or reduced-price meals.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and will reject the file upon upload.
- Only report students with code '5' if they are in the same household as a student who appears on the Direct Certification report and receives SNAP, TANF, or Medicaid-Free benefits.

- You must submit this characteristic when you submit the SNE Component.

Characteristic Tip

- Once a student has been reported as being eligible for either free or reduced-price milk/meals during a school year, they are eligible for the entire school year.
- A student actively enrolled in your district on count day, but whose eligibility is not determined until after that date, may be reported as eligible for free or reduced-price meals/milk.
- MDE will use these data as part of calculating whether a district or building is eligible for Community Eligibility Provision.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

For questions regarding Section 31a and Title I, Part A allocations, contact MDE Office of Educational Supports at OFSFinancialUnit@michigan.gov or 517-241-5388

For questions regarding Supplemental Nutrition Eligibility, contact the MDE School Nutrition office at MDE-SchoolNutrition@michigan.gov or 517-373-3347

For questions regarding E-rate, contact Ann-Marie Mapes, MDE Office of Systems, Evaluation, and Technology at mapesa@michigan.gov or 517-335-2775

For questions regarding School Index accountability Results, contact the MDE Office of Educational Assessment and Accountability at mde-accountability@michigan.gov or 877-560-8378

For questions regarding Perkins Core Performance Indicators, contact Dr. Jill Kroll, MDE Office of Career and Technical Education at KrollJ1@michigan.gov or 517-241-4354

For questions regarding the reporting of Early Childhood information, please contact the MiLEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

For questions regarding CEP, please refer to [MDE's CEP web page](#)

Special Education

Component Overview

The Special Education Component is used to collect data related to the student’s participation in special education programming or services. The data collected via this component in the Fall General Collection are used to complete the federal Special Education Child Count.

New for 2025-26: Significant Cognitive Disability characteristic has been added to identify students with the ‘most significant cognitive disabilities’ (MSCD), who would be eligible for alternate assessments.

In addition to the Special Education Component, records for students with disabilities receiving special education programs or services may also need to include one or more of the following components:

- Initial IEP Component
- Discipline Component
- Early On Component (for children birth to three)
- Early On Services Component (for children birth to three)
- Initial IFSP Component (for children birth to three)
- Part C Early Childhood Outcomes Component (for children birth to three)
- Part B Referral Component (for children birth to three)

Refer to the applicable component details for additional information.

For further information regarding policy guidance of this component, please refer to the MDE [Office of Special Education website](#).

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Primary Disability	List of Values	1	Conditional	No	1
Secondary Disability	List of Values	2	Conditional	Yes	Unbounded (1 per code)*
Significant Cognitive Disability	Yes/No	3	Optional	No	1
Plan Date	Date	4	Conditional	No	1
Type of Plan	List of Values	5	Conditional	No	1
Additional Plan Date	Date	6	Conditional	Yes	3

MSDS Collection Details

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Support Services	List of Values	7	Conditional	Yes	Unbounded (up to 5 per student)*
Program Service Code	List of Values	8	Conditional	Yes	Unbounded (up to 3 per student)*
Primary Educational Setting	List of Values	9	Conditional	No	1
Placed By Another Dist IEP	Yes/No	10	Conditional	No	1
Special Education Exit Reason	List of Values	11	Conditional	No	1
Special Education Exit Date	Date	12	Conditional	No	1
Section 52 FTE	Decimal	13	Optional	No	1
Section 53 FTE	Decimal	14	Optional	No	1

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

MSDS Collection Details

The screenshot shows the 'Special Education' tab of the MSDS Collection Details form. The fields and their current values are as follows:

- Primary Disability: Please Select (dropdown menu)
- Secondary Disability: (empty)
- Significant Cognitive Disability: Select Yes/No (dropdown menu)
- Plan Date: (calendar icon)
- Type of Plan: Please Select (dropdown menu)
- Additional Plan Date: (calendar icon)
- Support Services: (checkboxes for 200-Teacher Consultant (T.C.) Autism Spectrum Disorder, 210-T.C. Mentally Impaired, 220-T.C. Emotionally Impaired, 230-T.C. Learning Disabled, 240-T.C. Hearing Impaired)
- Program Service Code: (checkboxes for 110-Programs for Mild Cognitive Impairment, 120-Programs for Moderate Cognitive Impairment, 130-Programs for Severe Cognitive Impairment, 140-Programs for Emotional Impairment, 150-Programs for Learning Disabled)
- Primary Educational Setting: Please Select (dropdown menu)
- Placed By Another Dist IEP: Select Yes/No (dropdown menu)
- Spec Ed Exit Reason: Please Select (dropdown menu)
- Spec Ed Exit Date: (calendar icon)
- Section 52 FTE: 0.00
- Section 53 FTE: 0.00

When Is This Component Required?

The Special Education Component may only be submitted for students with disabilities who are participating in special education programs or services or students who are receiving their education in a Section 24 Juvenile Detention Facility. When this component is submitted, the record must include one or both of the following:

- The Student Residency characteristic containing code "09".
- A valid code submitted in the Primary Disability characteristic.

Although this component is viewed as optional by MSDS, you must report this component for any student receiving special education programming or services and to claim either Section 52 or Section 53 FTE.

Refer to the General Education FTE Component for additional information about submitting FTE data.

Students who meet the criteria to be reported with FTE in Section 52 and are also residents of an approved on-grounds juvenile detention facility or child-care institution (Section 24 Juvenile Detention) must be reported with at least one code in either the

MSDS Collection Details

Program Service Code or Support Services characteristic. No other characteristics in the Special Education Component are required to be reported. However, if the student reported is also a special education participant with an IEP; then all applicable characteristics must be reported.

Primary Disability

Characteristic – Special Education Component

Characteristic System Name

PrimaryDisability

Definition

The primary disability identified on the student’s IEP as defined by the Michigan Administrative Rules for Special Education.

Use

These data are used for state and federal reporting.

Citation

Michigan Administrative Rules for Special Education R340.1705-R340.1717;
Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418;
Perkins IV (P.L. 109-270)

Specification

List of values (choose from list)

Code	Text	Description
05	Cognitive Impairment	MARSE R340.1705
06	Emotional Impairment	MARSE R340.1706
07	Deaf or Hard of Hearing	MARSE R340.1707
08	Visual Impairment	MARSE R340.1708
09	Physical Impairment	MARSE R340.1709
10	Speech and Language Impairment	MARSE R340.1710
11	Early Childhood Developmental Delay	MARSE R340.1711
13	Specific Learning Disability	MARSE R340.1713
14	Severe Multiple Impairment	MARSE R340.1714
15	Autism Spectrum Disorder	MARSE R340.1715
16	Traumatic Brain Injury	MARSE R340.1716
17	Deaf-Blindness	MARSE R340.1717
20	Other Health Impairment	MARSE R340.1709a

Instructions

- Choose/enter the code that represents the disability being reported.
- This characteristic is required when the Special Education Component is reported and the Student Residency characteristic contains a code other than “09”.
- If code “11” (Early Childhood Developmental Delay) is reported in this characteristic, errors will occur when the student is eight years of age or older on the Collection

Certification As of Date AND is not being exited from special education (Special Education Exit Reason is reported in the Special Education Component or District Exit Status contains a value other than "19" in the Enrollment Component).

- A warning will be generated when either code "06" or "13" is reported in this characteristic and the child is two years of age or younger.

Characteristic Tip

- A student must have a disability code to be counted for special education. Be careful not to confuse the student's primary disability with classroom placement.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Secondary Disability

Characteristic – Special Education Component

Characteristic System Name

SecondaryDisability

Definition

Additional disability characteristics as identified on the vision or audiological report.

Use

These data are used for ESSA and IDEA reporting.

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418); Perkins IV (P.L. 109-270)

Specification

List of values (choose from list)

Code	Text	Description
22	Legally Blind	Visual acuity of 20/200 or less in the better eye with best correction, a limitation of the field of vision not greater than 20 degrees, or a visual acuity of 20/100 in the better eye with a deteriorating condition.
24	Deaf	Hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects a child's educational performance.

Instructions

- This characteristic may be submitted up to twice per student record (once per code) when the student meets criteria for legal blindness and deafness.
- Although the system treats this characteristic as optional, the data must be reported when the student meets the criteria for legal blindness or deafness. Failure to do so will result in inaccurate reporting.
- A warning will be generated when this characteristic is submitted and the Primary Disability characteristic is not reported. Students reported with one or more codes in the Secondary Disability characteristic are generally reported with at least one Primary Disability code.

Characteristic Tip

- Students who are both legally blind and deaf should be reported with two occurrences of this characteristic, one for each code.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Significant Cognitive Disability

Characteristic – Special Education Component

Characteristic System Name

SignificantCognitiveDisability

Definition

ESSA requires state educational agencies to define, identify, monitor, and evaluate student eligibility for alternate assessments based on alternate content standards. Similarly, under the Individuals with Disabilities Education Act (IDEA), Michigan must monitor and evaluate implementation of appropriate guidelines for students with the most significant cognitive disabilities and which assessments students with disabilities should be taking. According to ESSA, only students with the 'most significant cognitive disabilities' should be taking these alternate assessments.

This characteristic will identify students with the 'most significant cognitive disabilities' (MSCD), who would be eligible for alternate assessments. These students will:

- have substantial impairment in intellectual or cognitive functioning AND
- have substantial deficits in adaptive functioning across the conceptual, social, and practical domains AND
- require extensive supports to demonstrate learning and generalize skills across different settings in daily life.

- have primary standards for instruction and educational goals rooted in alternate achievement standards

Use

MDE use these data for grant compliance and for federal and state reporting requirements.

Citation

Every Student Succeeds Act (34 CFR 200.6(c) (3)) and (34 CFR § 200.6(c)(4)(iv)(B)). Individuals with Disabilities Education Act (IDEA), section 612(a)(16)(C)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry)

Instructions

- This characteristic may only be reported when the Primary Disability characteristic is included in the record.
- When this characteristic is reported with Yes/True:

MSDS Collection Details

- Type of Plan characteristic must be reported with "02" (IEP) or "03" (Non-Public Service Plan).
- Primary Disability characteristic cannot be reported with "11" (Early Childhood Developmental Delay).
- General Education FTE should not be more than 0.50.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Jerry Cullum, MDE Office of Educational Assessment & Accountability at CullumJ@michigan.gov or 517-241-0786

Plan Date

Characteristic – Special Education Component

Characteristic System Name

IEPDate

Definition

The date the plan for the student’s special education program or services was conducted. This could be the notice/offer of a Free Appropriate Public Education associated with the student’s most recent individualized education program, an Individualized Family Service Plan that is developed by parents and early intervention service providers to meet the special needs of young children, birth to age 3, or the date for a nonpublic student to receive Special Education programs or services from a district.

When a student moves from one district to another or moves into the state of Michigan, use the date of the most recent IEP/IFSP/Nonpublic Service Plan until the new district holds an evaluation and develops a new plan (if a new plan is developed).

Please refer to the MDE [Office of Special Education](#) website for further information.

Use

These data are used for IDEA reporting.

Citation

Michigan Administrative Rules for Special Education §§ R 340.1721b and R 340.1754 (a); the Individuals with Disabilities Education Act (IDEA) regulations at 34 CFR §§ 300.323 and 303.324

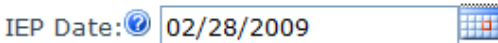
Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
XML format is CCYY-MM-DD. Sample:

<IEPDate>**2009-02-28**</IEPDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.


- This characteristic is required when the Primary Disability characteristic is reported.

MSDS Collection Details

- The date reported in this characteristic must occur on or after the student's Date of Birth (Personal Core Component)
- The date reported in this characteristic cannot be after the Collection Certification As of Date. Use the next General Collection or SRM Collection to report subsequent plan dates.
- The date reported in this characteristic must be on or before the Special Education Exit Date characteristic.
- When the student is reported as exiting the district (District Exit Status does not contain code "19" in the Enrollment Component), a warning will be generated if the date submitted in this characteristic is after the student's District Exit Date. (IEP Date > District Exit Date)
- A warning will be generated when the date reported is more than twelve months (one year) prior to the Fall / Spring legislated count date, June 30 (EOY General Collection), or the reported SRM As Of Date characteristic. Dates over one year prior to the system date will also generate a warning message. The IEP must be less than one year old to be in compliance with IDEA requirements.

Characteristic Tip

- Check that the characteristic contains one of the following actual dates, and not the date of entry: plan date, the date of implementation of a previous IEP/IFSP/Nonpublic Service plan regardless of whether the active plan date is from another district in Michigan or from out of state.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Type of Plan

Characteristic – Special Education Component

Characteristic System Name

PlanType

Definition

The type of plan a child is receiving services under. This will be either an IEP, an IFSP, or a Non-Public Service Plan.

Use

These data are used for IDEA reporting.

Citation

Michigan Administrative Rules for Special Education §§ R 340.1721b and R 340.1754 (a); the Individuals with Disabilities Education Act (IDEA) regulations at 34 CFR §§ 300.323 and 303.324

Specification

List of values (choose from list)

Code	Text	Description
01	IFSP	Individualized Family Service Plan MARSE R 340.1862
02	IEP	Individualized Education Program MARSE R 340.1721e
03	Non-Public Service Plan	MARSE

Instructions

- Choose/enter the code that represents the service being reported.
- If a child is reported with code "02" and the age is less than 2 years 6 months on the collection's As Of Date, an error will be generated.
- If the plan type is reported with code "01" and the age of the child is greater than 3 years old on the collection's As Of Date, an error will be generated.
- This characteristic is required when the Plan Date characteristic is submitted.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Additional Plan Date

Characteristic – Special Education Component

Characteristic System Name

AddPlanDate

Definition

This field is to capture any additional evaluations or plans that may have been conducted for a student receiving Special Education programs or services since they were last reported. Any additional plan dates must be after the last certified plan date in student history and before the current plan date. Districts may report up to three additional evaluations.

Use

These data are used for IDEA reporting.

Citation

Michigan Administrative Rules for Special Education §§ R 340.1721b and R 340.1754 (a); the Individuals with Disabilities Education Act (IDEA) regulations at 34 CFR §§ 300.323 and 303.324

Specification

Date (only); CCYY-MM-DD

Instructions

- The date(s) reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

<AddPlanDate>**2009-02-28**</AddPlanDate>
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Support Services

Characteristic – Special Education Component

Characteristic System Name

SupportServices

Definition

Services that provide developmental, corrective and other support as required to assist a child with a disability to benefit from special education (support services include related services).

Use

These data are used for ESSA and IDEA reporting.

Citation

IDEA 20 USCS Sec. 1400 (PL 108-446 Sec. 1418); MARSE R340.1701(c)

Specification

List of values (choose from list)

Code	Text	Description
200	Teacher Consultant Autism Spectrum Disorder	MARSE R340.1749
210	T.C. Mentally Impaired	MARSE R340.1749
220	T.C. Emotionally Impaired	MARSE R340.1749
230	T.C. Specific Learning Disabled	MARSE R340.1749
240	T.C. Hearing Impaired	MARSE R340.1749
250	T.C. Visually Impaired	MARSE R340.1749
261	T.C. Physical Impairment	MARSE R340.1749
262	T.C. Other Health Impairment	MARSE R340.1749
280	Homebound/ Hospitalized	MARSE R340.1746

MSDS Collection Details

Code	Text	Description
290	Speech and Language Impaired	MARSE R340.1745
291	Adapted Physical Education	Instruction in physical education to students with disabilities receiving special education programs/services (pupils whose disabilities preclude integration into regular physical education classes).
310	School Social Worker	MARSE R340.1011–R340.1018. To be counted as a special service, the school social work service must be listed as a service on the student’s IEP.
320	School Psychologist	MARSE R340.1151–R340.1158. To be counted as a special education service, school psychological services must be listed as a service on the student’s IEP.
360	Occupational Therapy	Occupational therapy deals with improving, developing or restoring functions impaired or lost through illness, injury or deprivation; improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
370	Physical Therapy	Defined in the Michigan Public Health code under Section 17801. Services are provided by a licensed physical therapist.
383	Music Therapy	Activities provided to students with disabilities receiving special education programs/services by a certified music therapist.
390	Art Therapy	Activities provided to students with disabilities receiving special education programs/services by a certified art therapist.
400	Audiological Services	Services provided by an audiologist to identify students with hearing loss and provide rehabilitation and counseling concerning hearing loss.
406	Interpreter for the Deaf	Services provided by a qualified interpreter who assists students with hearing impairments and school personnel with communication.

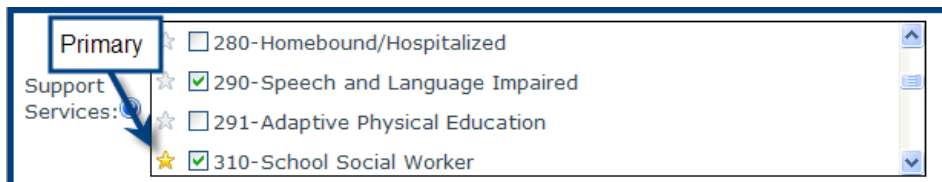
MSDS Collection Details

Code	Text	Description
410	Recreation Service	Assessment of a student's leisure functioning, providing therapeutic recreation services, participation in a recreation program in a school designed specifically for students with disabilities receiving special education programs/services, or providing leisure education.
440	Special Transportation	Transportation provided in an approved school vehicle in a regular seat, wheelchair or an approved baby seat. This specifically excludes students who need ambulance service, a medical attendant or other care outside the responsibility of the schools.
450	School Health Services	Services provided by a qualified school nurse or other qualified person. To be counted as a special education service, the school nurse must be working solely with students with disabilities receiving special education programs/services or the service should be indicated in the student's IEP.
460	Rehabilitation Counseling Services	Counseling services provided by a qualified rehabilitation counseling professional. Such services are intended to explore the effect of the student's disability on employment and other post-school activities, which include vocational programs funded by Michigan Rehabilitation Services or the Michigan Commission for the Blind.
470	Orientation and Mobility Services	Instruction for the visually impaired provided by an approved orientation and mobility instructor.
480	Worksite-Based Learning	Transition services, such as on-the-job training, related counseling and follow-up services. A written agreement plan is required as specified in MARSE R340.1733 (i).
490	Community Training/Vocational Education (General Education)	Students with disabilities receiving special education programs/services who also receive vocational training in a community setting or individual vocational training program at a worksite with non-disabled peers.

Code	Text	Description
491	Special Needs (Adapted Vocational Ed.)	Alteration of a vocational education program is being provided by general education to accommodate different needs of a student with disabilities receiving special education programs/services.
492	Individual Vocational Education	Training programs designed to fit the special interests of a student with disabilities receiving special education programs/services that are generally not available in a general-education vocational program.
493	Community Training/ Vocational Education (Special Education)	Students with disabilities receiving special education programs/services who receive vocational training in a community setting or individual vocational training program at a work site primarily with peers with disabilities receiving special education programs/services.
494	Behavioral Supports	Behavioral supports, including Applied Behavioral Analysis (ABA), are evidence-based services designed to improve the mental and behavioral health of, and/or the functional independence of, student with disabilities. They are provided by licensed/certified professionals with psychological, therapeutic, or social work training (MARSE R 340.1792). In the case of ABA Behavioral Supports, these services are provided by a Board-Certified Behavioral Analyst (BCBA), or Board-Certified assistant Behavioral Analyst (BCaBA) under the supervision of the former.

Instructions

- Choose/enter the code that represents the service being reported.
- This characteristic may have up to five codes selected within the Special Education Component when the student receives multiple services. If a student receives more than five of the listed services, specify the five that occur most frequently.
- Report the primary related service code first, followed by any additional services the student receives. (Online entry: Click on the star to identify the primary program code.)



- When the Special Education Component is reported with a code in Primary Disability and the characteristic Program Service Code is not included, Support Services must be reported with at least one valid code.
- When the record does not include Primary Disability, this characteristic must not be submitted.

Characteristic Tip

- To be counted as a special education service, a service must be part of the evaluation or re-evaluation process or included as services to be delivered as part of the student's IEP or IFSP.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Program Service Code

Characteristic – Special Education Component

Characteristic System Name

ProgramServiceCode

Definition

The IEP-designated program(s), or IFSP program(s), or non-public service plan program(s), in which the student is participating. This is not to be confused with the student’s type of disability. The student’s program assignment is not required to match their impairment. (E.g., a student does **not** have to be diagnosed as early childhood developmentally delayed to participate in an early childhood special education program.)

Use

This characteristic reports services used in calculating a student’s special education FTE and must have a value for a district to receive state special education reimbursement. **NOTE: The primary program must be reported first. The first reported program becomes the program assignment for State Aid membership.**

Citation

Michigan Administrative Rules for Special Education R340.1738-R340.1758, R340.1862; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446) Sec. 1418

Specification

List of values (choose from list)

Code	Text	Description
110	Programs for Mild Cognitive Impairment	MARSE R340.1740
120	Programs for Moderate Cognitive Impairment	MARSE R340.1739
130	Programs for Severe Cognitive Impairment	MARSE R340.1738
140	Programs for Emotional Impairment	MARSE R340.1741
150	Programs for Learning Disabled	MARSE R340.1747
160	Programs for Hearing Impairment	MARSE R340.1742
170	Programs for Visual Impairment	MARSE R340.1743
180	Programs for Physical or Other Health Impairment	MARSE R340.1744
190	Programs for Severe Multiple Impairment	MARSE R340.1748
191	Early Childhood Special Education (Classroom) Program	MARSE R340.1754
192	Programs for Severe Language Impairment	MARSE R340.1756

Code	Text	Description
193	Programs for Autism Spectrum Disorder	MARSE R340.1758
194	Elementary or Secondary-Level Resource Program	MARSE R340.1749(a) or R340.1749(b)
270	Early Childhood Special Education Services	MARSE R340.1755 or R340.1862

Instructions

- Choose/enter the code that represents the special education program being reported.
- Report the primary program code first, followed by any additional program codes in which the student is participating. (Online entry: Click on the star to identify the primary program code.)

The identified primary program becomes the program assignment for State Aid membership.



- At least one occurrence of this characteristic must be reported when the student is identified as participating in special education programs (a code is submitted in the Primary Disability characteristic) and the value of the special education FTE reported is greater than zero (Section 52 FTE or Section 53 FTE > 0.00). An error will be generated if no valid code is submitted.
- At least one occurrence of this code must be reported in this characteristic when the student is identified as a resident of a Section 24 juvenile detention facility (code "09" in the Student Residency characteristic within the Membership Component) and Section 52 FTE contains a value greater than zero. An error will be generated if no valid code is submitted.
- An error will occur if codes "191" or "270" are reported in this characteristic, the student is 8 years of age or older on the collection count date, and the student is not being exited from special education (a valid code is reported in the Special Education Exit Reason characteristic within the Special Education Component OR the District Exit Status characteristic in the Enrollment Component does not contain "19").

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Primary Educational Setting

Characteristic – Special Education Component

Characteristic System Name

PrimaryEducationalSetting

Definition

The location or facility type where the student participates in special education programs or services. Codes are categorized by student age. Age is calculated based upon the Collection Certification As of Date.

Use

Primary Educational Setting is utilized to report on the least restrictive environment settings for children and youth participating in special education. Time spent in a primary educational setting is not related to special education membership (Section 52 FTE or Section 53 FTE).

Citation

Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418).

Specification

List of values (choose from list)

Codes for children from birth through 2 years of age:

Code	Text	Description
31	Home (birth through 2 years of age)	Early intervention services are provided in the principal residence of the child's family or caregiver(s).
38	Other Setting	Early intervention services are provided primarily in a setting that is not home or community based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.
41	Community-Based Setting	Early intervention services are provided primarily in a setting where children without disabilities typically are found. These settings include but are not limited to child-care centers (including family day-care), preschools, regular nursery schools, early childhood centers, libraries, grocery stores, parks, restaurants and community centers (e.g., YMCA, Boys and Girls Clubs).

Early Childhood Program (ages 3 through 5 years). Children who participate fully or part-time in early childhood educational programs designed primarily for children without disabilities. Children may attend part of their program day in special education programs and services. Early childhood programs include:

- Public school preschool/pre-kindergarten programs designed primarily for children without disabilities (e.g., Head Start, Great Start Readiness Program, Title I preschool programs, community education preschool programs).
- Private preschool programs designed primarily for children without disabilities (e.g., Head Start, Great Start Readiness Program, programs offered by private and faith-based providers).
- Programs offered in child-care facilities, including both centers and family child-care and group family child-care homes.

Code	Text	Description
22	Early Childhood Special Education Program	<p>The student receives their special education and related services in an educational program designed primarily for children with disabilities housed in regular school buildings or other community based settings. The student does not participate in early childhood education programs designed primarily for non-disabled students. A special education program includes, but is not limited to, special education and related services provided in:</p> <p>Special education classrooms in regular school buildings; Special education classrooms in child-care facilities, hospital facilities on an outpatient basis, or other community-based settings; or Special education classrooms in trailers or portables outside regular school buildings.</p> <p>Do not include children who also attended a regular early childhood program.</p>
23	Home (3 through 5 years)	<p>The student receives their special education and related services in the principal residence of the child's families or caregivers.</p>
25	Residential Facility	<p>The student receives their special education and related services in a publicly or privately operated residential school or residential medical facility on an inpatient basis. Do not include children who also attended a regular early childhood program.</p>

Code	Text	Description
26	Separate School	The student receives their special education and related services in an educational program located in a public or private day school designed specifically for children with disabilities. Do not include children who also attended a regular early childhood program.
27	Service Provider Location	The student receives their special education and related services from service providers, and does not attend early childhood programs or special education programs provided in separate classes, separate schools or residential facilities. For example, a child receiving speech instruction provided in: private clinician's office; clinician's office located in school buildings; hospital facilities on an outpatient basis; or libraries or other public locations. Do not include children who also received special education programs/services at home. Children who received special education programs/services both in service provider locations and at home should be reported in the home category.
46	Regular EC program at least 10 hrs/wk, majority of SE hrs. in EC program (A1)	The child attends a program for typically developing children for 10 or more hours per week, and receives the majority of their special education services in the same location where general programming occurs.
47	Regular EC program at least 10 hrs/wk, majority of SE hrs. in other location (A2)	The child attends a program for typically developing children for 10 or more hours per week, and receives the majority of their special education services in a different location from where general programming occurs.
48	Regular EC program less than 10 hrs/wk, majority of SE hrs. in EC program (B1)	The child attends a program for typically developing children for less than 10 hours per week, and receives the majority of their special education services in the same location where general programming occurs.

Code	Text	Description
49	Regular EC program less than 10 hrs/wk, majority of SE hrs. in other location (B2)	The child attends a program for typically developing children for less than 10 hours per week, and receives the majority of their special education services in a different location from where general programming occurs.

Codes for children at least 5 years of age and in kindergarten or higher. For codes 02, 03, 05, 06 and 07, placement is outside the general education building. For codes 11–13, placement is within the general education building.

Code	Text	Description
02	Public or Private Special Education School Building at Public Expense	The student receives their special education and related services at least 50 percent of the time at a public or private school building in which ONLY students with disabilities receiving special education programs/services are educated. This includes: Attendance in public or private day schools for students with disabilities receiving special education programs/services; or Attendance in public or private day schools for students with disabilities receiving special education programs/services for a portion of the school day (at least 50 percent) and in regular school buildings for the remainder of the school day.
03	Public or Private Residential Facility at Public Expense	The student lives in public or private residential facilities during the school week. The student receives their special education and related services at the residential facilities. This includes children with disabilities receiving special education and related services, at public expense, for greater than 50 percent of the school day in public or private residential facilities. Do not use this code if: The student is educated off grounds from the residential facility. Use the appropriate code from this list. The student is educated at the residential facility but lives off grounds. Use code 02, "Public or Private Special Education School Building."

Code	Text	Description
05	Correctional Facility	The student receives special education programs or services in a correctional facility. Including: Juvenile detention facilities (community-based, community jail or residential), or Correctional facilities.
06	Homebound/ Hospitalized	The student receives special education and related services at home or in hospital facilities because of illness. (NOTE: Use code "23" if the child is a preschool student receiving special education services at home.)
07	Parentally Placed in Private School or Home school at Private/Parent Expense	The student is enrolled by their parents or guardian in a regular parochial or other private school, whose basic education is paid for through private resources and who receives special education and related services at public expense from an LEA or ISD. Include children whose parents choose to home-school them, but who receive special education and related services at the public expense. Also include students who have been expelled and are currently receiving special education programs and/or services at home or in community (non-school setting) per USED, Office of Special Education Programs. Do not include children who are placed in private schools by the LEA.
11	Inside the general education classroom 80 percent or more of the school day	The student remains in the general education setting for greater than or equal to 80 percent of the school day.
12	Inside the general education classroom between 40 percent and 79 percent of the school day	The student remains in the general education setting for less than 80 percent of the school day and greater than or equal to 40 percent of the school day.

Code	Text	Description
13	Inside the general education classroom less than 40 percent of the school day	The student remains in the general education setting for less than 40 percent of the school day.

Instructions

- Choose/enter the code that best represents the primary setting in which the student participates in special education programs or services.
- When reported as part of the Fall General Collection, this characteristic is required. An error will be generated if no valid code is submitted.
- An error will occur when this characteristic is submitted and Primary Disability is not reported.
- Errors will occur in the Fall General Collection (warnings will be generated in all other collections) if this characteristic is submitted with:
 - code "31", "38" or "41" and the student is not 3 years of age or younger; or
 - code "22", "23", "25", "26", "27", "46", "47", "48" or "49" and the student is younger than 2 years 6 months or older than 6 years of age and grade does not equal 30; or
 - code "02", "03", "05", "06", "07", "11", "12" or "13" and the student is younger than 5 years of age or 26 years of age or older as of September 1 of the current school year.
- An error will occur if this characteristic does not contain "03" or "05" when the following conditions are true:
 - Student is submitted as part of the Fall General Collection (a warning will occur for all other collections) AND
 - Student is reported with Student Residency code "09" AND
 - The student is at least 5 years of age on the count date but was not yet 26 years of age on September 1 of the current school year.
- An error will occur if this characteristic does not contain "07" when the following conditions are true:
 - Student is submitted as part of the Fall General Collection (a warning will occur for all other collections) AND
 - Student is reported with Student Residency code "04", "07", "08" or "15" AND
 - The student is at least 5 years of age on the count date but was not yet 26 years of age on September 1 of the current school year.
- For calculation purposes, time spent within the general education classroom also includes general/special education team-teaching arrangements, or time in which special education staff comes into the general education classroom to provide services. The time may be different from the time reflected in special education membership (Section 52 FTE or Section 53 FTE).

Characteristic Tip

- When a student receives special education programs or services in multiple settings, report the setting in which the student spends the most time. Remember, time spent in a primary educational setting is not related to special education membership (Section 52 FTE or Section 53 FTE reported in the Special Education Component and in the General Ed FTE reported in the General Education FTE Component).

If you have questions about this characteristic, please contact:

Birth through 2 years of age: MILEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

Birth through 5 years of age in a pre-k setting: MILEAP Office of Great Start at MDE-ECE-MSDS-Collections@michigan.gov or 517-241-7004

At least 5 years of age and in kindergarten or higher: [MDE Office of Special Education](#) at 888-320-8384

Special Education Exit Reason

Characteristic – Special Education Component

Characteristic System Name

SpecEdExitReason

Definition

The reason the student is no longer participating in special education programs or services.

Use

These data are used for compliance and ESSA and IDEA reporting.

Citation

State School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 618)

Specification

List of values (choose from list)

Code	Text	Description
30	The IEP or IFSP team determined the child or student is no longer eligible for special education programs or services	The child or student was exited from special education programs and/or services after the IEP or IFSP team determined that they no longer met the criteria to be eligible for special education programs or services.
31	Parent/Guardian withdrew or revoked consent for a child or student to receive special education programs and/or services	The child or student was exited from special education programs or services because his/her parent/ or guardian revoked his/her consent. The parent/guardian received written notice for the child or student to discontinue special education eligibility and participation in special education programs and/or services.

Instructions

- Choose/enter the code that represents exit reason being reported.
- An error will occur when this characteristic is submitted and the student is not identified as participating in special education programs/services (does not contain a code in Primary Disability).
- When this characteristic is reported, a valid date must also be reported in the Special Education Exit Date characteristic.

Characteristic Tip

- For students who exit the district (District Exit Status does not contain code "19" in the Enrollment Component), only submit data in this characteristic if they exit Special Education.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Special Education Exit Date

Characteristic – Special Education Component

Characteristic System Name

SpecEdExitDate

Definition

The month, day and year of the first day after the date a student last participated in special education programs or services because of the reason reported in Special Education Exit Reason.

Use

These data are used for compliance and ESSA and IDEA reporting.

Citation


State School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418; Perkins IV (P.L. 109-270)

Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
- XML format is CCYY-MM-DD. Sample:
<SpecEdExitDate>**2009-02-28**</SpecEdExitDate>
- The recommended format for entering a date online is MM/DD/CCYY.

Spec Ed
Exit Date: 

- The date reported in this characteristic must be on or after the District Enrollment Date for the submitted operating district. (Special Education Exit Date => District Enrollment Date)
- When the student is reported as exiting the district (District Exit Status other than "19"), the date reported in must be on or prior to the District Exit Date. (Special Education Exit Date <= District Exit Date)
- This characteristic is required when Special Education Exit Reason is reported.

Characteristic Tip

- Only report the Special Education Exit Date when the student no longer participates in special education programs or services because of an IEP or parental decision (see Special Education Exit Reason).

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Placed by Another District IEP

Characteristic – Special Education Component

Characteristic System Name

PlacedByAnotherDistIEP

Definition

Indicate when the student, as stipulated in their current IEP, participates in a center program, a cooperative-agreement program designed specifically for special education students or a cross-district special education program. The program must serve both in-district and out-of-district students (e.g., students placed in classrooms for those with mild cognitive impairments, or pre-school children participating in early childhood special education programs). The decision to place the out-of-district student in this program was determined by the student's resident district IEP team in cooperation with the operating district. This **does not apply** to students who moved into the district or who come into a school district by school-of-choice programs.

Use

These data are used for ESSA and IDEA reporting.

Citation

Individuals with Disabilities Education Act (IDEA), 20 USC 1412(a)(5). IDEA Fed. Regs. §§ 300.115(a), (b)(1)(2) and 300.116(a) through (e)

Specification

Boolean (true, false, 1, 0) (XML)

- Yes/No (online entry)

Instructions

- Choose/enter the selection that represents the student's status for being placed in the special education program or service by an IEP from a district other than the reported Operating District.
- The district responsible of Free Appropriate Education who places a student in another district for special education programs or services should submit a "No" in this field. The district the student is sent to for the program or service, that is not the district responsible for FAPE, should submit a "Yes".
- This characteristic must not be reported when the Primary Disability characteristic is not included in the record.
- When this characteristic is reported with Yes/True, the Type of Plan characteristic must be reported with "02" (IEP).

Characteristic Tip

- The placement of an out-of-district student was an IEP placement decision by the resident district in cooperation with the operating district. This field does not apply to students who moved into the district or who come into a school district by school-of-choice programs.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Section 52 FTE

Characteristic – Special Education Component

Characteristic System Name

Section52FTE

Definition

The full-time equivalency for which the student is eligible for special education programs or services provided only to students with disabilities who do not qualify for Section 53 membership. (See Section 53 FTE for more information.)

For more detailed FTE information, please refer to the [Pupil Accounting Manual](#) and Section 6 of the [State School Aid Act](#).

Use

MDE use these data for state aid foundation payments and for federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1651a, 388.1652, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a

Specification

Decimal number data type with a fixed-length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

Instructions

- Enter the full-time equivalency for which the student is eligible for special education instructional instruction in grades K–12.
- If Section 53 FTE contains a value greater than zero (0.00) this characteristic must be blank or if reported, cannot contain a value other than "0.00".
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 52 FTE = > 0.00 and = < 1.00). Do not submit a negative value.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE < = 1.00).
- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the Resident LEA Number characteristic in the Personal Demographics Component.
- When the reported in this characteristic is greater than zero (0.00), then:
 - The Student Residency characteristic must contain code "09" or the Primary Disability characteristic must contain a valid code.

- The student must be younger than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
- The student's Enrollment Date must be on or prior to the legislated count date (Enrollment Date <= count date).
- The reported school or facility must be open (according to EEM) as of the legislated count date.
- District Exit Status must be "19" and the District Exit Date must be blank.
- The reported value in this characteristic must equal zero (0.00) in the following conditions. Otherwise, an error will occur:
 - If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the Grade Or Setting characteristic contains code "30".
 - If the student's cohort status is "Graduated".
- A warning will occur when the student's cohort status is "GED Completer" or "Other Completer" and the FTE reported is greater than 0.00.
- The default value for online entry is "0.00".

Characteristic Tip

- If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE Component as well as in the General Education FTE Component.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Section 53 FTE

Characteristic – Special Education Component

Characteristic System Name

Section53FTE

Definition

The full-time equivalency for which the student is eligible for special education programs or services, provided only to students with disabilities who qualify for Section 53 membership. For eligibility criteria please refer to the [MDE Office of Special Education Section 53a web page](#).

For more detailed FTE information, please refer to [Pupil Accounting Manual](#) and Section 6 of the [State School Aid Act](#).

Use

MDE use these data for grant compliance and for federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1651a, 388.1652, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a

Specification

Decimal number data type with a fixed-length format: N.NN

- Minimum value: 0.00
- Maximum value: 1.00

Instructions

- Enter the full-time equivalency for which the student is eligible for special education instructional in grades K–12.
- If Section 52 FTE contains a value greater than zero (0.00) this characteristic must be blank or if reported, cannot contain a value other than "0.00".
- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics Component.
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 53 FTE = > 0.00 and = < 1.00). Do not submit negative values.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE < = 1.00).
- When the reported value in this characteristic is greater than zero (0.00), then:
 - The record must include a valid code in the Primary Disability characteristic.

- The student must be less than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
- The student's Enrollment Date must be on or prior to the legislated count date (Enrollment Date <= count date).
- The reported school or facility must be open (according to EEM) as of the legislated count date.
- District Exit Status must be "19".
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
 - If the code reported in Student Residency characteristic contains code "09" or "12".
 - If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the Grade Or Setting characteristic contains code "30".
 - If the student's cohort status is "Graduated".
- A warning will occur when the student's cohort status is "Other Completer" and the FTE reported is greater than 0.00.

Characteristic Tip

- If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE Component as well as in the General Education FTE Component.

If you have questions about this characteristic, please contact:

[MDE Office of Special Education](#) at 888-320-8384

Student Course

Component Overview

The Student Course Component is used to connect teacher and student data via the courses students take during the school year. These data include the student's completion status for each course and in some cases, include the final grade. The reported data reflecting the student's performance in classes taken throughout the current academic year can be reported as the course/term ends as well as at the end of the school year for the Migrant TSDL Collection, but for the General TSDL Collection, the final status of the course should be reported. The Student Course Component may be reported as many times as necessary to report each course taken by a student during a school year.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Subject Area Code	List of Values	1	Required	No	1
Course Identifier Code	Numeric	2	Conditional	No	1
Local Course ID	Text	3	Required	No	1
Local Course Title	Text	4	Required	No	1
Course Section ID	Text	5	Conditional	No	1
MSIX Course Section ID	List of Values	6	Conditional	No	1
Course Type	List of Values	7	Required	No	1
Course Funding Program	List of Values	8	Optional	No	1
Academic Year	List of Values	9	Optional	No	1
Credits Granted	Decimal	10	Conditional	No	1
Course Grade	Text	11	Conditional	No	1
Completion Status	List of Values	12	Required	No	1
MSIX Clock Hours	Numeric	13	Conditional	No	1
Teacher of Record PIC	Numeric	14	Conditional	Yes	3
Virtual Method	List of Values	15	Optional	No	1

MSDS Collection Details

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Virtual Course Mentor PIC	Numeric	16	Conditional	Yes	3
College Credit	Decimal	17	Conditional	No	1

School Demographics
Student Course
Student Course - 2
Student Course - 3

✕

*SubjectAreaCode: ?

CourseIdentifierCode: ?

*LocalCourseId: ?

*LocalCourseTitle: ?

CourseSectionID: ?

MSIXCourseSectionID: ?

*CourseType: ?

Course Funding Program: ?

AcademicYear: ?

CreditsGranted: ?

CourseGrade: ?

*CompletionStatus: ?

MSIXClockHours: ?

College Credit: ?

Teacher of Record PIC: ?

Virtual Method: ?

Virtual Course Mentor PIC: ?

End-of-Year General Collection

There is a period of time where the TSDL Collections and the End-of-Year General Collection are both open at the same time. As some of the TSDL Collection reports look at data for your district over the entire school year, we suggest that your district's EOY General Collection be certified prior to final certification of your TSDL Collection. This helps ensure data are accurately reflected in TSDL reports after the school year is over.

Migrant TSDL Only: Update, add or remove TSDL courses

Update: To effectively update course data in the Migrant TSDL Collection, the characteristics identifying a unique course must match. When a student record is submitted and certified for a unique course, the course information will UPDATE. The characteristics in the Student Course Component used to identify a unique course are: UIC, Operating District, Local Course ID, Course Section ID and Academic Year.

Add: If the original student course record and the newly submitted course record do not match exactly, the original course will remain unchanged and a new course will be ADDED.

Remove: If the original student course is submitted in error, another record must be submitted with the "ER" (Submitted in Error) completion status. A new student course record can be submitted with the corrected information after the submission of the "ER" record. Any course submitted with the "ER" completion status will not be used.

Please Note:

- When multiple records have been reported for a unique course, the data reported in the most recently certified record will be used for all reporting purposes.
- The above guidance applies to courses that have been certified in the TSDL Collection.
- **Since Migrant TSDL is an ongoing collection, if you upload a new file before certifying courses that already exist in staging, the new uploaded file will replace all courses that were in staging.**

Subject Area Code

Characteristic – Student Course Component

Characteristic System Name

SubjectAreaCode

Definition

The NCES SCED code representing the subject area of the course in which the student participated at some point during the school year.

Use

MDE use these data for federal and state reporting requirements.

Citation

Revised School Code, MCL 380.1249(1)(c);
State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

Subject Area Codes

[NCES web page](https://nces.ed.gov/forum/SCED.asp) (https://nces.ed.gov/forum/SCED.asp)

Michigan currently utilizes SCED version 12.

Code	Subject Area
01	English Language and Literature
02	Mathematics
03	Life and Physical Sciences
04	Social Sciences and History
05	Visual and Performing Arts
07	Religious Education and Theology
08	Physical, Health and Safety Education
09	Military Science
10	Information Technology
11	Communication and Audio/Visual technology
12	Business and Marketing
13	Manufacturing
14	Health Care Sciences
15	Public, Protective and Government Services
16	Hospitality and Tourism
17	Architecture and Construction
18	Agriculture, Food and Natural Resources

Code	Subject Area
19	Human Services
20	Transportation, Distribution and Logistics
21	Engineering and Technology
22	Miscellaneous
23	Nonsubject Specific
24	World Languages
25	Integrative Learning

Subject Area Code for State-Approved CTE Courses

Code	Subject Area	Description
00	State-Approved CTE Course	State-approved CTE Courses reported in CTEIS. Data for these courses will be obtained through CTEIS. These data may be, but are not required to be reported in TSDL.

Instructions

- This characteristic is required when the Student Course Component is submitted.

Characteristic Tip

- The Subject Area Code is made up of the first two digits of a five-digit SCED code.

If you have questions about this characteristic:

For assistance with determining codes for special education courses, please contact the [MDE Office of Special Education](#) at 888-320-8384.

If you have questions determining codes for general courses, please contact Ruth Anne Hodges, MDE Office of Educational Supports at hodgesr3@michigan.gov or 517-241-2219.

You may also contact CEPI customer support for assistance at cepi@michigan.gov or 517-335-0505 x3

Course Identifier Code

Characteristic – Student Course Component

Characteristic System Name

CourseIdentifierCode

Definition

The NCES SCED code representing the course identifier code of the course in which the student participated at some point during the school year.

Use

MDE use these data for federal and state reporting requirements.

Citation

Revised School Code, MCL 380.1249(1)(c);

State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

List of values (choose from lists)

SCED Course Identifier Codes can be found at the [NCES web page](#).

Instructions

- This characteristic is required when the Student Course Component is submitted and the Subject Area Code is not "00" (CTE course also reported in CTEIS).
- This characteristic must be a valid NCES SCED Course Identifier Code for the Subject Area Code reported.

Characteristic Tip

- To determine the Course Identifier Code, review the course descriptions listed in the NCES SCED files and use the course code that best describes the student's course description and course level. The course identifier code is made up of the last three digits of a five-digit SCED code.

If you have questions about this characteristic:

For assistance with determining codes for special education courses, please contact the [MDE Office of Special Education](#) at 888-320-8384.

If you have questions determining codes for general courses, please contact Ruth Anne Hodges, MDE Office of Educational Supports at hodgesr3@michigan.gov or 517-241-2219.

You may also contact CEPI customer support for assistance at cepi@michigan.gov or 517-335-0505 x3

Local Course ID

Characteristic – Student Course Component

Characteristic System Name

LocalCourseID

Definition

The code assigned by the educating entity to identify a particular course.

Use

These data are used to uniquely identify local courses. The purpose is to allow the district to send student record updates for unique courses (e.g., interim grade, followed by final grade), and when receiving data back from the State, to connect the data with a given student, teacher and course.

Citation

Revised School Code, MCL 380.1249(1)(c);
State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

Text (free form) – Maximum Length of 250 characters

Instructions

- This characteristic is required when the Student Course Component is submitted.

Characteristic Tip

- When a district's Local Course ID does not uniquely identify a course, this characteristic should be used in conjunction with the Course Section ID to uniquely identify the course.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Local Course Title

Characteristic – Student Course Component

Characteristic System Name

LocalCourseTitle

Definition

The title assigned by the educating entity to identify a course.

Use

These data are used to uniquely identify local courses. The purpose is to allow the district to send student record updates for unique courses (e.g., interim grade, followed by final grade), and when receiving data back from the State, to connect the data with a given student, teacher and course.

Citation

Revised School Code, MCL 380.1249(1)(c);
State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

Text (free form) – Maximum Length of 250 characters

Instructions

- This characteristic is required when the Student Course Component is submitted.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Course Section ID

Characteristic – Student Course Component

Characteristic System Name

CourseSectionID

Definition

This characteristic is used by educating entities when the Local Course ID alone cannot uniquely identify a given course.

Use

These data are used to assist in uniquely identify local courses. The purpose is to allow the district to send student record updates for unique courses (e.g., interim grade, followed by final grade), and when receiving data back from the State, to connect the data with a given student, teacher and course.

Citation

Revised School Code, MCL 380.1249(1)(c);
State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

Text (free form) – Maximum Length of 20 characters

Instructions

- Although the system treats this characteristic as optional, the data must be reported when the Local Course ID does not uniquely identify a course. Failure to do so will result in inaccurate reporting.

Characteristic Tip

- This characteristic should be used in conjunction with a district's Local Course ID when the Local Course ID alone does not uniquely identify a course. For example, this characteristic might be used along with the Local Course ID to differentiate between the same course when offered during the school year or during summer school, between a traditional setting versus a virtual delivery setting, between one term and another, or between a teacher's first hour class and third hour class for the same course (e.g., Algebra I).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

MSIX Course Section ID

Characteristic – Student Course Component

Characteristic System Name

MSIXCourseSectionID

Definition

The MSIX Course Section ID describes the duration of the course taken for migrant students. A full year is a course that lasts the full school year. If a course is divided into two sections, the first of the two sections is section A, and the second of the two sections is section B.

Use

MDE use these data for federal and state MSIX reporting requirements.

Citation

ESSA 34 CFR § 200.85

Specification

List of values (choose from list)

Code	Text	Description
01	Full Year	This is a full school year course.
02	Section A	The first of two equal segments into which the course is divided.
03	Section B	The second of two equal segments into which the course is divided.

Instructions

- This characteristic must be reported for migrant students if the course duration meets one of the above criteria. If none of the options are appropriate, the characteristic may be omitted, and the Term Type characteristic in EEM will be used for reporting.
- This characteristic is not required for non-migrant students.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Course Type

Characteristic – Student Course Component

Characteristic System Name

CourseType

Definition

The two-digit code for the course type.

Use

MDE use these data for federal and state reporting requirements.

Citation

Revised School Code, MCL 380.1204a, MCL 380.1249(1)(c);
 State School Aid Act, AP/IB: MCL 388.1694a(1)(d)(i), 388.1694a(4)(d),
 388.1766b(2)(h)
 Dual Enrollment: AER: MCL 1204a(1)(g)(ii), MCL 388.1661b(7), Postsecondary
 Enrollment Options Act, MCL 388.521(2)

Specification

List of values (choose from list)

Code	Text	Description
01	Regular (Default)	A course providing instruction (in a given subject-matter area) that focuses primarily on general concepts for the appropriate grade level.
02	Honors	An advanced-level course designed for students who have earned honors status according to educational requirements.
03	Pre-Advanced	A course in preparation to admission to an AP Program.
04	Advanced Placement	An advanced, college-level course designed for students who achieve a specific level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.
05	International Baccalaureate	A course that is in the IB program. This program offers international education that develops the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world.

Code	Text	Description
06	Not Applicable	The general nature and difficulty of instruction provided throughout a course is not defined.
07	Dual Enrollment	A course in which a student may earn post-secondary (college) credit. Generally, these courses are taught by a post-secondary instructor at an institution of higher education, such as a community college or university.
00	Other	The general nature and difficulty of instruction provided throughout a course is known but not represented by any available code.

Instructions

- Choose/enter the code that best represents the level and rigor of the instruction provided throughout the reported course.
- This characteristic is required when the Student Course Component is submitted.
- If a student is an International Baccalaureate participant in any grade, then Course Type "05" should be reported.
- When the Course Type is "02" or "03", the student should be reported in grades 7 – 12.
- When the Course Type is "04" or "07", the student must be reported in grades 9 – 12.
- When the Course Type is "07", the College Credit and Credits Granted characteristics must be submitted.
- When the Course Type is "07", the College Credit characteristic must have a value greater than "0".
- When reporting post-secondary courses, use code "07" (Dual Enrollment).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Course Funding Program

Characteristic – Student Course Component

Characteristic System Name

CourseFundingProgram

Definition

A program through which the course is funded.

Use

MDE use these data for federal and state reporting requirements.

Citation

PA 23 of 2020, MCL 380.1230i (1)(b)(2)(e)

Specification

List of values (choose from list)

Code	Text	Description
01	Sec 23a Dropout Recovery	A course that is being taken as part of a Section 23a Dropout Recovery program.
02	English Learner	A course that is specifically designed to provide English Language Development instruction for eligible English Learners.

Instructions

- Choose/enter the code that best represents the program through which a course is funded.
- If none of the codes apply to this course, omit this characteristic.

Characteristic Tip

- For additional information on when to select code 02 – English Learner, please view the following MDE document: [Appropriate Placement of Teachers Serving in English as a Second Language \(ESL\), Sheltered English, Bilingual Education, Newcomer, and Dual Language Programs Guide](#).

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Academic Year

Characteristic – Student Course Component

Characteristic System Name

AcademicYear

Definition

The academic year for the student course being reported.

Use

MDE use these data for federal and state reporting requirements.

Citation

Revised School Code, MCL 380.1249(1)(c);
State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

List of values (choose from list)

Code	Text	Description
2024-2025	2024-2025	The academic year beginning July 1, 2024 and ending June 30, 2025.
2025-2026	2025-2026	The academic year beginning July 1, 2025 and ending June 30, 2026.

Instructions

- This characteristic is not required when reporting courses for the current academic year.
- This characteristic is required when reporting courses for previous school years.

Characteristic Tip

- When reported, this characteristic should reflect the academic year in which the student last attended the course.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Credits Granted

Characteristic – Student Course Component

Characteristic System Name

CreditsGranted

Definition

The Carnegie unit of credits granted to a student for completing the course or section of the course being reported. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. Thus, a Carnegie unit is a measure of "seat time" rather than a measure of attainment of the course objectives. Credit for a given course can vary from school district to school district. This characteristic is only required for Migrant-eligible and dual-enrolled students.

Use

MDE use these data for federal and state reporting requirements.

Citation

Revised School Code, MCL 380.1249(1)(c);
State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h);
Postsecondary Enrollment Options Act, MCL 388.521(2);

Specification

- Decimal number data type with a fixed-length format: N.NN
 - Minimum length: 1
 - Maximum length: 4
 - Minimum value: 0.00
 - Maximum value: 9.99

Instructions

- When the student has completed and received credit for the course, enter the Carnegie units the student is receiving for completing the course (e.g., 1.0, 0.50, 0.33, 0.25, 0.20).

Characteristic Tip

- Report credits granted when the student has completed the course and is granted credit.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Course Grade

Characteristic – Student Course Component

Characteristic System Name

CourseGrade

Definition

The grade the student received for completing the course being reported. These should be board approved grades. The grade reported is what would be reported on the student's academic record for the course. This characteristic is required for Migrant-eligible students and optional for all other students.

Use

MDE use these data for state reporting requirements.

Citation

Revised School Code, MCL 380.1249(1)(c);

ESSA 34 CFR § 200.85;

State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

- Free-form text; accepts both alpha and numeric characters
 - Maximum length: 25

Instructions

- Upon completion of a course, enter the grade which best represents the final grade the student received for the course you are reporting.
- For all migrant students, report the percentage (from 0 to 100, rounded to the nearest whole number) of student performance for the grade-to-date.

Characteristic Tips

- Any grade that would be reported on a student's academic record should be reported, even if it is considered non-traditional.
- Full-year courses broken-down into sections (e.g., semesters) that are reported with section grades and no final combined grade should be reported in TSDL as separate courses with each section grade as reported on the student's academic record.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Completion Status

Characteristic – Student Course Component

Characteristic System Name

CompletionStatus

Definition

The student’s final status for the course being reported.

Use

MDE use these data for federal and state reporting requirements.

Citation

State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

List of values (choose from list)

Code	Text	Description
AU	Audited	Use when all the following apply: <ul style="list-style-type: none"> ▪ The course is taken in a secondary or postsecondary environment, ▪ The course is normally taken for-credit, ▪ The student purposely enrolled in the course as not-for-credit, AND ▪ Prior to enrollment, the teacher, student and school administration (counselor/principal) are all in agreement that the student will have the same expectations for the course as all other students, except that there will be no grade or credit issued at its completion.
TO	Tested Out	The student took a test and received credit without having to take the course.
OE	Ongoing Enrolled	The student is expected to continue in this same course and will be reported in a later submission when the course is completed.
CP	Completed/ Passed	The student completed the course, meeting at least the minimum expectations.
CF	Completed/ Failed	The student completed the course but did not meet the minimum expectations for passing.

Code	Text	Description
CS	Completed/ Grade 14 Only	Special education transition student (grade or setting 14) has completed or aged out of the course. A course grade and credit are not applicable.
WE	Withdrawn/ Exited	The student withdrew or exited the course before completion.
WP	Withdrawn/ Passing	The student was passing the course as of the date of withdrawal or exit.
WF	Withdrawn/ Failing	The student was failing the course as of the date of withdrawal or exit.
I	Incomplete	At the time of this reporting, the student must meet additional requirements to receive a grade or credit for the course.
ER	Submitted in Error	This status allows districts to mark a record that was submitted in error in a previous certified collection of Migrant TSDL. Courses marked with this Completion Status will not be included in any reporting of TSDL data and will be considered as not submitted.

Instructions

- Enter the student’s status in the course upon completion, or if the course is not completed, the status at the end of the school year.
- This characteristic is required when the Student Course Component is reported.
- When Completion Status is “CS”, Subject Area Code = “23” and the Course Identifier Code = “012” is recommended.
- When Completion Status is “ER”, there must be a previously submitted matching record that was submitted within the current school year, district, building, and student.
- All courses reported at any time in the school year with code “OE” need to be updated to show the final status of the courses.
- Completion Status codes “ER” and “OE” can only be reported in the Migrant TSDL Collection.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

MSIX Clock Hours

Characteristic – Student Course Component

Characteristic System Name

MSIXClockHours

Definition

For migrant students whose courses have not been completed (or credit granted), the number of clock hours to date that the student has completed.

Use

MDE use these data for federal and state MSIX reporting requirements.

Citation

ESSA 34 CFR § 200.85

Specification

- Whole number (Integer)
 - Minimum length: 1
 - Maximum length: 3
 - Minimum value: 0
 - Maximum value: 600

Instructions

- Enter the number of clock hours to date a migrant student has completed.
- This characteristic must be completed for all migrant students when a course is not completed. In other words, if a course has a completion status other than "CP", "CF", "ER", "OE" or "CS". This characteristic is optional in all other cases.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Teacher of Record PIC

Characteristic – Student Course Component

Characteristic System Name

PIC

Definition

The Personnel Identification Code, as assigned in the Registry of Educational Personnel Application, for each teacher responsible for some or all of the instruction of the course being reported. The PIC reported in this field should reflect the Teacher of Record.

Use

MDE and CEPI use these data for state reporting requirements.

Citation

State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h)

Specification

- Numeric Text
 - Maximum Length: 10
 - Maximum of 3 PICs per course may be reported

Instructions

- This characteristic must be reported when the Student Course Component is reported, except when the course type is 07 (Dual Enrollment) or for state approved CTE courses that are also reported in CTEIS (Subject Area Code 00).
- Report the PIC(s) for the teacher(s) responsible for the student's outcomes in this course. It is a local decision as to which teacher(s) will be held accountable for a student's performance in a course.
- The PIC number(s) must be valid in the REP. Leading zeros are not permitted.
- Enter up to three (3) PIC numbers for the teacher(s) responsible for some or all the student's instruction in this course.
- A PIC number may only be used once per characteristic. You may not have duplicate PIC numbers within this characteristic.
- The teacher of record for students who test out of a course should be reported as the teacher who authored or graded the test, or who otherwise determined the student met the criteria to test out of the course.

Characteristic Tips

- Refer to the [REP Crosswalk](#) for assistance in matching SCED codes to the appropriate REP assignment codes.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Virtual Method

Characteristic – Student Course Component

Characteristic System Name

VirtualMethod

Definition

The type of virtual instruction the student is receiving.

Use

MDE use these data for state reporting requirements.

Citation

Revised School Code, MCL 380.1249(1)(c);
State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1698,
388.1766b(2)(h)

Specification

List of values (choose from list)

Code	Text	Definition
BL	Blended Learning	A hybrid instructional delivery model where pupils are provided content, instruction, and assessment at a supervised educational facility where the pupil and teacher are in the same physical location and in part through internet-connected learning environments with some degree of pupil control over time, location and pace of instruction. For a course to be considered blended, at least 30% of the course content is delivered online.
DL	Digital Learning	A course of study that is capable of generating a credit or a grade that is provided in an interactive internet-connected learning environment that does not contain an instructor within the online environment itself. There may be a teacher of record assigned to the course, but this teacher does not provide instruction to students through the online environment. For a course to be considered online as opposed to blended, all (or almost all) the course content is delivered online.
NV	Not Virtual	Provided as an option for districts whose student record systems cannot easily exclude this characteristic.

Code	Text	Definition
OC	Online Course	A course of study that is capable of generating a credit or a grade that is provided in an interactive internet-connected learning environment, where pupils are separated from their teachers by time or location, or both. For a course to be considered online as opposed to blended, all (or almost all) the course content is delivered online.

Instructions

- Choose/enter the code that best represents the type of virtual course.
- This characteristic is only required to be reported if it is a virtual course.
- When the code reported in the School Facility characteristic is identified in the Educational Entity Master as a Cyber School or Full Virtual School, the following rules apply:
 - This characteristic cannot be reported with "NV", otherwise a record-level error will occur, unless the course is a dual enrollment course submitted with Course Type "07".
 - All courses must be reported with "BL," "DL" or "OC", otherwise an error will be generated during the quality review process.
- Schools or facilities that are identified as Virtual in EEM, even if they are Face Virtual or Supplemental Virtual, should be reporting courses with "BL," "DL" or "OC".

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Virtual Course Mentor PIC

Characteristic – Student Course Component

Characteristic System Name

MentorPIC

Definition

A mentor is a professional employee of the district who monitors the pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. A mentor (as defined by the [MDE pupil accounting manual](#)) may additionally be assigned to the classroom to assist students.

Use

MDE use these data for state reporting requirements.

Citation

State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1698, 388.1766b(2)(h)

Specification

- Numeric Text
 - Maximum Length: 10
 - Maximum of 3 PICs per course may be reported

Instructions

- This characteristic may only be reported when the VirtualMethod characteristic is reported.
- The PIC number(s) must be valid in the Registry of Educational Personnel. Leading zeros are not permitted.
- A PIC number may only be used once per characteristic. You may not have duplicate PIC numbers within this characteristic.

Characteristic Tip

- PICs reported in this field should be reported in REP with the corresponding Virtual Mentor Assignment Code of "00379".
- For more information on reporting this characteristic, please visit the following link:
 - [Best Practices for REP and TSDL Reporting](#)

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

College Credit

Characteristic – Student Course Component

Characteristic System Name

CollegeCredit

Definition

The amount of credit hours associated with the course. Report a number from 0 to 25 representing the number of credits assigned to each post-secondary (college) level course the student attempted.

Use

MDE use these data for state reporting requirements.

Citation

State School Aid Act, MCL 388.1694a(1)(d)(i), 388.1694a(4)(d), 388.1766b(2)(h);
Postsecondary Enrollment Options Act, MCL 388.521(2)

Specification

Decimal number data type with a fixed-length format: N.NN

- Minimum value: 0.00
- Maximum value: 25.00

Instructions

- When the student has attempted credit for the course, enter the credit value the student is attempting for the course (e.g., 1.0, 0.50, 0.33, 0.25, 0.20, 10.50).
- When the reported Course Type is "07", the College Credit characteristic must be submitted, and must contain a value greater than 0.

If you have questions about this characteristic, please contact:

Jeff McNeal, MDE Office of Educational Supports at mcnealj1@michigan.gov or 517-241-6958


Student Record Maintenance

Component Overview

The Student Record Maintenance Component is used in the SRM Collection to identify the time period the data reported in the student record became effective. As a result, current school or program year data for the student can be updated or future changes (within the current school or program year) can be reported.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
As of Date	Date	1	Required	No	1

*As Of Date:


When Is This Component Required?

This component must be submitted as part of the SRM Collection.

What Date Should Be Used for the "As of Date"?

The "As of Date" should be reported as the date on which the change occurred. When submitting multiple changes, use the most recent date. The "As of Date" must fall within the student's period of enrollment. Therefore, if you are reporting a student exit, the "As of Date" must be the same as the exit date. The date submitted must also be after the count date of the previous collection.

As of Date

Characteristic – Student Record Maintenance Component

Characteristic System Name

AsOfDate

Definition

The month, day and year that the data reported in the student record became effective.

Use

These data are used to record the time period for which data are being reported.

Citation

These data are necessary for historical reference and longitudinal data analysis.

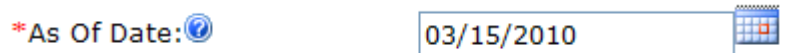
Specification

Date (only); CCYY-MM-DD

Instructions

- The date reported must follow standard date format:
 - XML format is CCYY-MM-DD. Sample:

`<AsOfDate>2010-03-15</AsOfDate>`
 - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.


- This characteristic is required when the SRM Component is submitted.
- The date reported must be on or after the student's date of birth.
- The date reported in this characteristic must be the equal to or after the District Enrollment Date. (As of Date => District Enrollment Date)
- When this characteristic is reported and the student is reported as exiting the district (District Exit Status does not contain code "19" in the Enrollment Component), the date reported must be before or equal to the District Exit Date. (As of Date <= District Exit Date)
- The date reported must be within one of the following windows, depending on the time period:
 - Before the Fall count date: must be on or after September 1 and on or prior to the Fall count date. (September 1 >= As of Date <= Fall count date)
 - Between the Fall and Spring count dates: must be after the Fall count date and on or prior to the Spring count date. (Fall count date > As of Date <= Spring count date)
 - Between the Spring count date and the close of the EOY General Collection: must be after the Spring count date and on or prior to June

30.

(Spring count date >As of Date <= June 30)

- During the Graduation Rate Appeals Window (mid-July thru mid-September): may be any time during the school year.
(September 1 >= As of Date <=August 31)
- The date reported must be on or before today's date; future dates are not allowed.

Characteristic Tip

- The As of Date may be a past date, but must be within the period of enrollment for the student in the educating entity and within the current school year.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Submitting Entity

Component Overview

The Submitting Entity Component is used to identify the entity that is responsible for the data being reported. If the data are submitted in a collection that requires certification, this is the entity that is responsible for the data certification.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity Type Code	List of Values	1	Required	No	1
Submitting Entity Code	Text	2	Required	No	1

When Is This Component Required?

This component is required on all student records in every collection. The collection staging area to which the record belongs is identified by the submitting entity.

Submitting Entity Type Code

Characteristic – Submitting Entity Component

Characteristic System Name

SubmittingEntityTypeCode

Definition

This code is used by the system to identify which type of entity code will be reported in the Submitting Entity Code characteristic.

Use

Entity codes in EEM are unique within type categories. This characteristic identifies which category the system uses for validation of the submitting entity and to confirm user entity permissions.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

List of values (choose from list)

Code	Text	Description
A	Agreement Number	The agreement number is used by the Office of School Support Services of the Michigan Department of Education. EEM assigns 9-digit agreement numbers to new entities.
B	Building	The submitting entity code is a five-digit code assigned to a school building or facility.
D	District	The submitting entity code is a five-digit code assigned to a district.

Instructions

- Choose/enter the code that represents the entity type for the submitting entity.
- This characteristic is required.
- If the Submitting Entity Component is submitted through a General Collection (Fall, Spring or EOY), Student Record Maintenance Collection or Teacher Student Data Link Collection, this characteristic must contain code "D".
- If the Submitting Entity Component is submitted through an Early Roster Collection, this characteristic must contain code "B" or "D".
- If the Submitting Entity Component is submitted through a Request for UIC or Early Childhood Collection, this characteristic may contain any valid code.

Characteristic Tip

- When the submitting entity has both an agreement number and a district code, report the district code with the record.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Submitting Entity Code

Characteristic – Submitting Entity Component

Characteristic System Name

SubmittingEntityCode

Definition

The state-assigned five- or nine-digit code from EEM of the entity responsible for the certification (if applicable) of the collection. Generally, this is the entity receiving funding. It may or may not be the entity that is directly providing education services to the student. The Educational Entity Master can be found on the [CEPI website](#).

Use

These data are used for reporting purposes.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388.1625e, 388.1701, 388.1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

Numeric Text (can have leading zeros); Format: NNNNN or NNNNNNNNN

- Minimum length: 5
- Maximum length: 9

Instructions

- Enter the five-digit or nine-character EEM code that represents the entity responsible for the data being reported.
- The code must be a valid code in EEM. If the code submitted in Submitting Entity Type Code is:
 - "A", then the code reported in this characteristic must be a valid agreement number (nine-character).
 - "B", then the code reported in this characteristic must be a valid building-level code (five-digit).
 - "D", then the code reported in this characteristic must be a valid district-level code (five-digit; LEA, PSA, ISD).
- This characteristic is required.

Characteristic Tip

- When the submitting entity has both an agreement number and a district code, report the district code with the record.

If you have questions about this characteristic, please contact:

CEPI Customer Support at cepi@michigan.gov or 517-335-0505 x3

Title I TAS

Component Overview

The Title I TAS Component is used to collect data for students who participate in one or more instructional service(s) provided in whole or in part with Title I funds as part of a Targeted Assistance Schools program.

For further information regarding policy guidance of this component, please refer to the MDE [Office of Educational Supports web page](#).

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
TAS Instructional Services	List of Values	1	Conditional	Yes	Unbounded (1 per code)*
TAS Support Services	List of Values	2	Conditional	Yes	Unbounded (1 per code)*

*The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than the number listed.

The screenshot shows a software interface for the Title I TAS component. At the top, there are buttons for 'Submit', 'Cancel', a 'Select Component' dropdown menu, and an 'Add Component' button. Below these are tabs for 'Entity Demographics', 'Personal Demographics', 'Program Participation', and 'Title I TAS'. The 'Title I TAS' tab is active and contains two sections: 'TAS Instructional Services' and 'TAS Support Services'. Each section has a list of service codes with checkboxes. The instructional services list includes 6011-Reading/Language Arts, 6012-English (ESL) for LEP Students, 6013- Mathematics, and 6014- Science. The support services list includes 6021-Supporting Guidance/Counseling, 6022-Social Work, Outreach/Advocacy, 6023-Prevention Education, and 6024-Health. A red 'X' button is visible in the top right corner of the main content area.

When Is This Component Required?

This component is required for any student who receives instructional or support services provided in whole or in part with Title I funds as part of a Targeted Assistance School program. This component may be submitted through a general (Fall, Spring or EOY) or

Student Record Maintenance Collection. Additionally, districts with a "Targeted" status in EEM must report Title I students within the EOY collection otherwise an error is generated.

Program Participation Dependency

The Title I TAS Component is conditionally dependent upon the Program Participation Component. It is required when the submitted record includes the Title I TAS program code "6010" in the Program Eligibility Participation characteristic. A record-level warning will be generated if the Title I TAS Component is missing.

The Title I TAS Component may not be submitted when the Program Eligibility Participation characteristic does not contain code "6010". The Program Eligibility Participation characteristic must be reported with code "6010" when this component is reported. Record-level errors will be generated if this dependency is not met.

TAS Instructional Services

Characteristic – Title I TAS Component

Characteristic System Name

TASInstructionalServices

Definition

The Title I instructional service(s) received by the student in a Targeted Assistance Schools program. Include only those instructional services provided in whole or in part with Title I funds.

Use

These data are used for ESSA Title I reporting.

Citation

ESSA, 20 USC 6315

Specification

List of values (choose from list)

Code	Text	Description
6011	Reading/Language Arts	Supplemental instruction provided to the student in reading or language arts and funded by Title I.
6012	English (ESL) for LEP Students	Supplemental instruction provided to an English-language learner (ESL, LEP) to improve their English-language skills and funded by Title I.
6013	Mathematics	Supplemental instruction provided to the student in mathematics and funded by Title I.
6014	Science	Supplemental instruction provided to the student in science and funded by Title I.
6015	Social Studies	Supplemental instruction provided to the student in social studies and funded by Title I.
6016	Vocational/Career	Supplemental instruction provided to the student in vocational or career development and funded by Title I.
6017	Other	Supplemental instruction provided to the student in an academic area not covered by another category and funded by Title I.

Instructions

- Choose/enter the code that represents the instructional program in which the student participates or participated.

MSDS Collection Details

- This characteristic must be reported when the Title I TAS Component is submitted and at least one occurrence of the TAS Support Services characteristic is not included.
- This characteristic may be submitted up to seven times (one per code) within the Title I TAS Component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than seven.]

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports at OFSFinancial-Unit@michigan.gov or 517-241-5388.

TAS Support Services

Characteristic – Title I TAS Component

Characteristic System Name

TASSupportServices

Definition

The Title I support service(s) received by the student in a Targeted Assistance Schools program. Include only those support services provided in whole or in part with Title I funds.

Use

These data are used for ESSA Title I reporting.

Citation

ESSA, 20 USC 6315

Specification

List of values (choose from list)

Code	Text	Description
6021	Supporting Guidance/Counseling	A certified school counselor providing additional supplementary guidance and counseling to eligible students.
6022	Social Work, Outreach/Advocacy	A certified school social worker hired to provide one-on-one or small group supplementary support.
6023	Prevention Education	A supplementary support program approved in the Consolidated Application.
6024	Health	A school nurse hired to provide supplemental health services; does not include immunization, medication or health checks.
6025	Dental	Only as all other resources are exhausted.
6026	Eye Care	Only as all other resources are exhausted.
6027	Pupil Transportation	Only for Title I program and services.
6028	Other	TAS service that does not fall within one of the other categories.

Instructions

- Choose/enter the code that represents the support service the student receives.
- This characteristic must be reported when the Title I TAS Component is submitted and at least one occurrence of the TAS Instructional Services characteristic is not included.

MSDS Collection Details

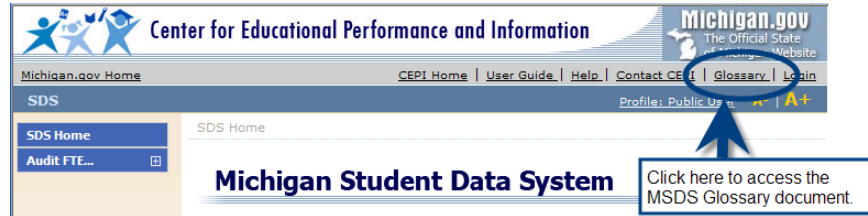
- This characteristic may be submitted up to eight times (one per code) within the Title I TAS Component when the student receives multiple services. [NOTE: The schema rules allow the file to be uploaded with unlimited (unbounded) occurrences for this characteristic; however, validation business rules will generate record-level errors for any record containing more than eight.]

If you have questions about this characteristic, please contact:

MDE Office of Educational Supports at OFSFinancial-Unit@michigan.gov or 517-241-5388.

Definitions

This section provides the common definition for some of the terms referenced in this document. It is not intended to be inclusive of all system definitions.



School Index Accountability Results

The Michigan School Index accountability system and results are a cornerstone of the federal Every Student Succeeds Act. School Index results provide a 0-100 rating for all Michigan public schools based on a variety of school, staff, and student performance measures including student growth and proficiency on the Michigan Student Test of Educational Progress, or M-STEP. Access additional School Index and accountability information through the MDE Michigan School Accountability website (www.mi.gov/mde-accountability).

Aggregate Data

Data that are reported in the aggregate are data for whole populations (for example, by district or by building). Data that are reported by specific subgroups of students such as gender, race and ethnicity, socioeconomic status, mobility, special education and disability, English as a second language and advanced placement, are sometimes noted as disaggregated data.

Agreement Number

The agreement number (formerly referred to as the recipient code) is used by the Michigan Electronic Grant System and the Grants Coordination and School Support Office of the Michigan Department of Education. This number is stored in the Educational Entity Master and is used in MSDS for entity identification when no entity code (district or building) is available.

Beta Test

In software development, a beta test is the second phase of software testing, in which a sampling of the intended audience uses, or tests, the product. The first phase includes unit testing, component testing and system testing. Beta testing can be considered "pre-release testing."

Boolean

The term used to describe a field that accepts a "yes/no" or "true/false" value.

Building a Culture of Quality Data

“There has been a growing awareness that effective teaching, efficient schools, and quality data are linked. A ‘Culture of Quality Data’ is the belief that good data are an integral part of teaching, learning and managing the school enterprise.” [National Forum on Education Statistics Forum Guide to Building a Culture of Quality Data: A School and District Resource.](#)

Business Rules

Business rules refer to validation and quality assurance requirements specific to a characteristic. These rules are used to “error check” at both the file and record levels.

Carl D. Perkins Vocational and Technical Education Act

The Carl D. Perkins Vocational and Technical Education Act aims to increase the quality of technical education within the United States in order to help the economy. For more information, please visit the [MDE Office of Career and Technical Education and Michigan’s Perkins Federal Programs.](#)

Center for Educational Performance and Information

CEPI was created as an independent state agency by Executive Order 2000-9 in 2000 and was moved into the Office of the State Budget by Public Act 191 of 2001. CEPI collects, manages and reports data about K-12 public schools in Michigan.

Certificate of Eligibility

The Michigan Department of Education is required to document every migrant child’s eligibility for the Migrant Education Program on the national Certificate of Eligibility created by the U.S. Department of Education. The COE serves as the official record of the MDE’s eligibility determination for each individual child. Additional information about [MDE’s Migrant Education Program](#) can be found on the MDE website.

Certification

Certification is the process wherein a responsible authorized user reviews and approves data within a given collection, indicating that to the best of their knowledge the data are accurate and complete. This process includes an opportunity for the user to review data and/or summary reports. The act of “certifying” a collection officially submits the data on behalf of the superintendent/administrator to CEPI for that collection.

Character

A character is defined as a printable symbol, generally one of a limited number including letters of the alphabet, numerals, and certain others such as the ampersand (&) and the “at sign” (@). There are several systems that encode characters. The most commonly used system for text files in personal computers is known as ASCII.

Character string

As a computer programming term, a character string is a contiguous sequence of characters.

Characteristics

The term that MSDS uses to describe a single data element. In other CEPI applications, these elements are referred to as "fields."

Characteristic Label

The name used within the XML schema to identify a data element. This name may also be used in data tables.

Characteristic Name

The common name used to identify the characteristic. This may or may not be the same as the Characteristic Label.

Child Nutrition Programs

A group of programs offered through the United States Department of Agriculture Food and Nutrition Service providing children access to food, a healthful diet and nutrition education. Programs include (click the program name to access the applicable USDS FNS web page):

- [National School Lunch Program](#)
- [School Breakfast Program](#)
- [Special Milk Program](#)

Citation

This is the legal documentation supporting the requirement to collect a particular data element (characteristic).

Cohort

A cohort is a group of individuals that have a statistical factor in common, for example, year of birth.

Collection Certification As Of Date

The date in which data in a certified collection is effective. The date varies depending on the collection:

- Fall and Spring General: Count Day associated with the collection
- EOY General Collection: last business day in June
- Early Childhood Collections: last day of the reporting period associated with the collection
- Teacher Student Data Link (Migrant and General): same day as the collection certification deadline
- Student Record Maintenance: The reported As of Date characteristic in the SRM Component

Common Core of Data

The CCD is a comprehensive national statistical database with identifying information, basic statistics and fiscal data on public elementary and secondary education. The data are submitted by each state agency and jurisdiction and published on the [CCD website](#).

Component

A component is a grouping of related characteristics. Collections are made up of one or more components. Components are consistent across collections (i.e., the Submitting Entity Component is composed of the same characteristics in all collections). Collections may accept more than one occurrence of a specified component.

Consolidated State Performance Reports

The [Consolidated State Performance Report](#) is the required annual reporting tool for of each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the Elementary and Secondary Education Act.

Count Day

Taken from the Michigan Pupil Accounting Manual: "The officially established day(s) used in determining pupil memberships (the number of full time equated pupils) reported for State school aid." Data reported for a collection with an associated count date are to reflect the students' status on that date. Not all collections have a count date. (See also "snapshot")

Fall Count Day: first Wednesday in October

Spring Count Day: second Wednesday in February

Data Type

The data type describes what form of data is accepted for the characteristic.

Dependency

Dependencies occur when a characteristic contains business rules that include a relationship with another characteristic or component. For example, when the characteristic contains a specific value, the related characteristic must contain a corresponding value; or, if the characteristic contains a specific value, the record must also contain a specific component.

Direct Certification

Each local education agency must directly certify children who are members of households receiving assistance under the Food Stamp Program as eligible for free or reduced school meals, without further application, based on information provided from the Department of Health and Human Services.

Download

Downloading is the act of transferring data from a remote system (such as MSDS) to a local computer.

e-Rate

As a result of the Telecommunications Act of 1996, the Federal Communications Commission adopted an Order on May 8, 1997, creating the e-Rate program to ensure that schools and libraries have affordable access to advanced telecommunications services. Under the program, discounts ranging from 20 percent to 90 percent on telecommunications services, Internet access, and internal connections are provided to eligible schools and libraries, subject to a \$2.25 billion annual cap. For official e-Rate guidance, visit the [Schools and Libraries Division's website](#) or, for Michigan-specific information, visit the [MDE Universal Service Fund \(e-Rate\) website](#).

Educational Entity Master

The [Educational Entity Master](#) contains information regarding public and registered nonpublic educational entities, including official identification codes and contact information for Michigan's educational systems.

English Learners (EL)

Programs designed to provide specialized instruction to students with limited English-speaking ability. Access the [MDE - English Learners](#) website for additional information.

Every Student Succeeds Act of 2015

The Every Student Succeeds Act reauthorized the Elementary and Secondary Education Act -- the main federal law affecting education from kindergarten through high school. This act replaces the federal No Child Left Behind Act of 2001 (NCLB).

Extensible Markup Language

Extensible markup language is a simple, very flexible text format. XML was created to structure, store, and transport information.

Individuals with Disabilities Education Act

The Individuals with Disabilities Education Act of 2004 requires all states to report information on each district's performance in meeting specific early intervention and special education targets outlined in a State Performance Plan.

Integer

An integer is a whole number (not a fractional number). It can be positive, negative, or zero.

Intermediate School District

ISDs as established under Part 7 of the State School Aid Act.

International Organization for Standardization

The ISO is an international, standard-setting body composed of representatives from various national standards organizations. The organization promulgates worldwide proprietary industrial and commercial standards.

Limited English Proficient

See English Learners

Local Education Agency

A LEA is a public school district (excludes charter school districts) as defined under 380.6 and as organized under MCL 380.11a (general powers school district) or under Part 6 (district of the first class).

McKinney-Vento Homeless Assistance Act

The [McKinney-Vento Homeless Assistance Act](#) is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the *No Child Left Behind Act* in January 2002.

Michigan Administrative Rules for Special Education

Michigan-legislated rules for compliance with IDEA regulations. More information can be accessed through the [MDE Office of Special Education web page](#).

Michigan Compiled Laws

A bill passed by the Michigan House and Senate and approved by the Governor becomes either a public act which has general applicability or a local act (not discussed here) which affects a particular area of the state. Public acts of a general and permanent nature are compiled (i.e., codified) into a subject arrangement of statutory law. Each chapter covers one area of law, such as motor vehicles (chapter 257) or public health (chapter 333). Public acts dealing with appropriations are not compiled and neither are local acts. More information about *Michigan Compiled Laws* may be found on the [Michigan Legislature web page](#).

Michigan Department of Education

The [Michigan Department of Education](#), under the direction of the superintendent of public instruction, carries out the policies of the State Board of Education. MDE implements federal and state legislative mandates in education.

Multi-valued

Multi-valued refers to an item occurring more than one time. A characteristic can be multi-valued within a component. Components can be multi-valued within a collection.

National Center for Education Statistics

The [National Center for Education Statistics](#) is the primary federal entity for collecting and analyzing data related to education.

No Child Left Behind Act of 2001

The *No Child Left Behind Act of 2001* reauthorized the Elementary and Secondary Education Act -- the main federal law affecting education from kindergarten through high school. Proposed by former President Bush shortly after his inauguration, NCLB was signed into law on January 8, 2002. NCLB was replaced by the Every Student Succeeds Act of 2015.

Primary Education Providing Entity

PEPE is used in assigning accountability for graduation cohort and School Index result determinations. For students reported by multiple districts, only the PEPE can update Personal Core characteristics. For additional information on PEPE please see the [MSDS District User Guide](#).

Public School Academy

A PSA is a charter school district (excludes LEA districts) established under part 6a of the State School Aid Act and can also include an urban high school academy established under part 6c, or a strict discipline academy established under sections 1311b to 1311l. [MCL 380.5(7)].

Public School Accounting Manual

School districts in the state are required to follow the generally accepted accounting principles for governmental entities, which are accounting rules used to prepare, present and report financial statements. The [Michigan School Accounting Manual](#) (Bulletin 1022) serves as a mandatory guide to the uniform classification and recording of accounting transactions for Michigan public school districts.

Pupil Accounting Manual

This manual provides guidance for Michigan public school districts on pupil membership requirements and count procedures provided by the [Office of State Aid and School Finance](#).

Quality Assurance

Quality assurance refers to business rules applied at both the file and record levels during online data entry or during the quality review prior to certification.

School Codes for the Exchange of Data

School Courses for the Exchange of Data is a voluntary, common classification system for prior-to-secondary and secondary school courses. It can be used to compare course information, maintain longitudinal data about student coursework, and efficiently exchange course-taking records. SCED is based on a five-digit Course Code that provides a basic structure for classifying course content. Additional SCED elements and attributes provide descriptive information about each course. [The handbook may be accessed through the NCES website](#).

Snapshot

A "picture" of the certified data for a given collection taken for reporting purposes; this may be associated with a point in time (count date) or a given range of time. Reporting examples:

- A report of all students enrolled on a given date (count date).
- A participation report showing the total number of students served from the start of the year through a selected date (range of time).

State Performance Plan

Evaluates the state's efforts to implement the requirements and purposes of IDEA and describes how the state will improve such implementation.

State School Aid Act of 1979

"AN ACT to make appropriations to aid in the support of the public schools and the intermediate school districts of the state; to make appropriations for certain other purposes relating to education; to provide for the disbursement of the appropriations; to supplement the school aid fund by the levy and collection of certain taxes; to authorize the issuance of certain bonds and provide for the security of those bonds; to prescribe the powers and duties of certain state departments, the state board of education and certain other boards and officials; to create certain funds and provide for their expenditure; to prescribe penalties; and to repeal acts and parts of acts."

You can read the act in its entirety by visiting the [Michigan Legislature web page](#).

System Date

The system date is the date recorded by the MSDS application at the time of file upload or online data entry.

Unbounded

Unbounded is the term used in XML to show that a component or characteristic is not subject to limits related to the minimum or maximum number of occurrences by the file schema. However, there may be business rules enforced at the component or characteristic level which may restrict minimum or maximum occurrences. Check the component and characteristic sections of this document for details.

```
<xs:element name="ECPrograms" type="ECProgramsType" maxOccurs="unbounded" />  
<xs:element name="HomelessDemographics" type="HomelessDemographicsType" minOccurs="0" />
```

Unique Identification Code

Each student is assigned a UIC which is a permanent, unique and secure number that moves with the student from grade to grade and school to school over the course of their academic career.

UIC Resolution

UIC Resolution is the process of ensuring that each student is correctly associated with a particular UIC.

UIC Resolver

The person in a district and/or entity assigned the responsibility to complete UIC Resolution for collections in MSDS.

United States Code

All laws enacted by the United States Congress are compiled into the [United States Code \(USC\)](#). The USC is divided into 50 titles by subject matter. Many subjects related to education are listed in USC Title 20, "Education," but may be found in

other titles as well. Federal laws are cited by their popular name, followed by a reference to the USC.

Upload

Uploading is the act of transferring data from one computer/system to another computer/system.

World Wide Web Consortium

The [World Wide Web Consortium](#) develops interoperable technologies (specifications, guidelines, software and tools) to lead the Web to its full potential. W3C is a forum for information, commerce, communication and collective understanding.

XML

See Extensible Markup Language.

NOTE: Some of the definitions listed have been adapted from various sources including *The American Heritage Dictionary, Third Edition*, and several online directories including: WhatIs.com; Geek.com Glossary; The Ultimate Computer Acronym Glossary; ConsumersReport.org; sifinfo.org; TechWeb.com (Tech Encyclopedia); Microsoft Computer Security and Privacy Glossary; Webopedia.com; W3C.com.