Center for Educational Performance and Information (CEPI)

Michigan Student Data System (MSDS)

Collection Details Manual
Version 1.2

2016-2017 School Year

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Introduction

The Center for Educational Performance and Information (CEPI) developed the Michigan Student Data System (MSDS) to keep up with the changing demand and uses for student data. The MSDS is used for the collection of student-level data for state and federal reporting, as well as for allocations. MSDS interacts with other State of Michigan data applications to improve tracking, consistency and accountability, as well as reduce data duplication.

The MSDS is extremely flexible, allowing users to develop data reporting procedures for their individual situations. With that flexibility comes a large set of reports and data quality tools. As the MSDS is a Web-based application, there is nothing to download or install.

One of the driving forces behind the MSDS is the need to collect more detailed and complex student data. By using an XML file structure, the MSDS is able to collect multi-valued data for students. For example, if a special education student has more than one occurrence of discipline, multiple Discipline components can be reported for each occurrence. We have also standardized codes to allow better connectivity to other state and federal systems.

We have designed this document as a guide to the MSDS collections for the 2016-2017 school year. It is separated into sections which cover general MSDS information, specific collections, component and characteristic descriptions, and appendix documents. CEPI will not create separate manuals for individual collections. We will release new versions or addendums to this document with any necessary updates as needed. The **Revisions** section will list all revisions or addendums we publish during the current school year. We will identify revisions using the following methods:

Type of Change	Method	Definition
Addition	Underlined, red text	Addition of text to indicate a change in the meaning or definition or new requirements to existing collections, components or characteristics.
Clarification	Highlighted text	Re-wording or addition of text to improve understanding; this type of edit does not change the meaning or definition.
New	**"NEW"** in red text at the beginning of the section	Addition of a new characteristic, component or collection.
Removal	~~Strike through~~	Deletion of part or all of text to indicate a change in the meaning or definition.

We recommend that users regularly refer to the CEPI website (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 subscribe to the appropriate GovDelivery mailing list to receive notifications from CEPI. You will find information about available services and instructions for subscribing on the CEPI Applications page of the CEPI website. Training materials are available on the MSDS page of the CEPI website. Information about system security and recent communications, along with links to individual data collections, are also located on this page.

Background

The MSDS is one of several data collection systems managed by CEPI. CEPI is an office located within the Michigan Department of Technology, Management and Budget (DTMB), State Budget Office.

Michigan's public schools (PK-12) are required by state and federal laws to collect and report data about students, personnel and individual schools. On behalf of state agencies that must provide reports to the state legislature and/or the federal government, CEPI coordinates the data collections with intermediate school districts (ISDs), local education agencies (LEAs) and public school academies (PSAs).

State agencies such as the Department of Education, the Workforce Development Agency and others provide CEPI with the specifications about the data that are required by state and federal laws, including data definitions. To ensure greater accuracy and timeliness, CEPI established the Data Definition Review Group comprising of officials from the various state departments. This group's purpose is to provide a formal process for determining the specifications of each data element in MSDS. This includes adding, editing and eliminating data fields and definitions. The Data Definition process begins in January for the subsequent school year to ensure that any changes can be published approximately six months in advance of a particular collection.

Once the data requirements are finalized, CEPI works with DTMB Agency Services (AS) to develop, edit or eliminate each data element specification and accompanying business rules. After AS has completed the changes to the MSDS, CEPI communicates this information to MSDS authorized users. Current information about collections and data requirements is posted to the MSDS page on the CEPI website. To access this information, go to www.michigan.gov/cepi. From the left navigation bar, click on "CEPI Applications," and then click on "Michigan Student Data System."

Uses of MSDS Data

CEPI and the Michigan Department of Education (MDE) use the collected data to meet the reporting requirements of the federal ~~*No Child Left Behind Act of 2001*~~*Every Student Succeeds Act (ESSA)* and other state and federal laws. For instance, MSDS data are used to determine Accountability Scorecard Results, state aid payments and accreditation.

Local districts and public school academies are responsible for maintaining student data at the individual level. CEPI does not specify any particular software for maintaining student data.

Getting Started

The Educational Entity Master (EEM)

The EEM is the state's official directory of educational entity information, and is an essential component for school and student data submission. We use EEM entity code numbers to link all education data sets, including the MSDS.

LEAs, PSAs and ISDs should update the EEM whenever district, school or other entity information changes. Nonpublic schools and unique education providers such as early childhood providers should also ensure that EEM information is kept up to date. Updates include changes in the name of a school, contact information (e.g., administrator, address, area code, email address), grade-range adjustments, as well as requests for new entity numbers and closings of schools, unique education providers, or non-instructional ancillary facilities.

We highly recommend that ISD, LEA and PSA districts verify their EEM data before each data submission. Outdated EEM records can lead to warning and error messages in the MSDS, making student data submission more difficult.

Each ISD, LEA and PSA should have at least one authorized user for the EEM. To identify the EEM authorized users for your entity, send an email request to cepi@michigan.gov.

For more information about the EEM, please refer to the EEM section of the CEPI Applications web page on the CEPI website (www.michigan.gov/cepi).

Obtaining Access to the MSDS

Obtaining MSDS access is a two-step process:

1. You must first request access to the application through your MILogin account.

2. You must then send the appropriate security agreement form (Public schools and Nonpublic schools) to CEPI, signed by yourself and the entity lead administrator. These forms are posted in the Security section of the MSDS 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 Help and Support section of the CEPI web page.

Changing Your Password

To change your MiLogin password:

1. Go to http://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 Help and Support section of the CEPI web page.

Getting Assistance with Data Submissions

The CEPI website contains the most up-to-date information about MSDS data collections. Please go to www.michigan.gov/cepi and click the "CEPI Applications" button, then click "Michigan Student Data System" for information specific to the MSDS. This page includes training tools, communications, security information and general MSDS resources. Users can also click a collection name in the MSDS Data Collections section for detailed information including XML schemas and sample files for that collection.

If you are an authorized user and are having technical difficulties submitting data to CEPI, please send an email message to CEPI customer support at cepi@michigan.gov or call 517-335-0505 x3. Please provide your name, district/entity code, district/entity name, CEPI application name, your telephone number (including area code and extension), your email address and your specific questions.

Refer questions related to the content of the data (for example "I don't know which code to use for my specific situation," or "is this student eligible for services?") to the State of Michigan contact person for the data field. You can find this information in the **Characteristics Details** sections of this document.

C^3: Characteristics, Components, Collections

Characteristics

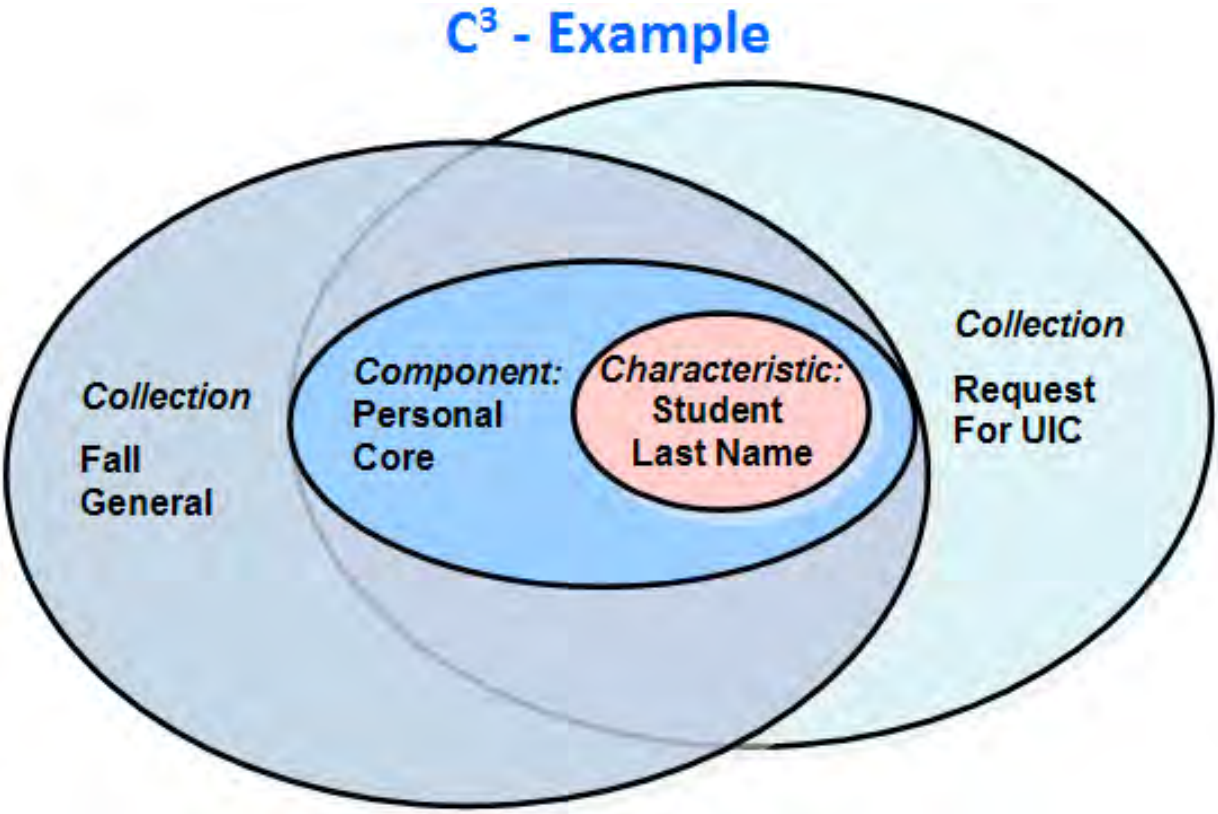
- Fields (data elements) associated with a student
- Each characteristic may only be included in one component
- Characteristics may be multi-valued (occurring more than once in the component)

Components

- Logical groupings of characteristics
- Allow groups of characteristics to be conditionally required
- Components may be included in multiple collections
- Components may be multi-valued (occurring more than once in a collection)

Collections

- A set of components submitted for a particular purpose within a particular timeframe



Certification: The *Fourth* C

Assuring Data Quality

Certification is the process wherein an authorized MSDS user reviews and approves data within a given collection, indicating that to the best of his/her knowledge the data are accurate and complete. Certifying a collection officially submits the data to CEPI.

- **Reports Review** – Confirm that the data are accurate
- **Quality Review** – Last step in the error check process
- Certification **officially submits data** to CEPI.
- By clicking the certification check box, the user is confirming "**that this information is valid and correct to the best of my knowledge**" on behalf of the superintendent/administrator.
- Collection Certification may be one of three types:
    - Single Certification (e.g., Fall General) – there is a deadline for the collection, and the certification window will close as of a specified date.
    - Ongoing Certification (e.g., Student Record Maintenance) – the collection is open throughout the school year, and certification can occur at any time.
    - Certification Not Applicable (e.g., Request for UIC) – the collection does not require certification.
- **Decertification** allows for corrections
    - Prior to the collection deadline, users can decertify without CEPI approval.
    - After the collection deadline, users must have CEPI approval (resubmission request).

The MSDS provides several built-in layers of data validation and quality-check functions.

When a user uploads a data file to the system, the MSDS automatically checks the file against the schema requirements. If the file does not meet these basic criteria, the system will not process it and will not transfer it into the data Staging Area. This check further supports efforts in *Building a Culture of Quality Data*.

For more information about XML and schema validation, please refer to the CEPI MSDS web page, under Technical Materials. (NOTE: The World Wide Web Consortium (W3C) is the ultimate authority on XML data types. All collection schemas will reference the W3C definitions for the base data types. Please reference the appropriate collection schema and the W3C to ensure a valid file submission.)

After your uploaded file has passed the initial file-validation checks, the data are processed into the Staging Area where they go through additional record-level validation to check for data accuracy. These checks look at component and characteristic business rules as well as Unique Identification Code (UIC) matching. The system generates error, warning and resolution messages when a business rule is not followed. (Please refer to the "Help and Training" and "Technical Material" sections of the CEPI MSDS web page for more information about how the system functions.)

You must correct student records that have errors and complete all UIC resolution before you can certify your collection. For detailed information about UIC resolution, please refer to the MSDS District User Training Manual. You should also review warnings to assure that the data are correct. The system generates warnings when the data are outside of the expected parameters for the characteristic, but may still be correct. Warnings will not prevent you from certifying a collection.

Once you have resolved all of the student records within the collection and they are error-free, you should review the reports provided by MSDS to confirm that the data are accurate. For more information regarding reports, please refer to the MSDS Reports List spreadsheet. This spreadsheet contains two tabs. The "Report List" tab provides the location and the collection(s) that pertain to each report. The "Report Details" tab provides a brief description of each report, recommendations on how the report should be used and any additional comments. District superintendents may choose to have several different people review the data. For example, the special education director and the Title I coordinator might confirm that the data in the reports are correct for their respective programs and services. When the assigned people have completed thorough reviews and confirmed the data are correct, then the collection may be certified.

Until the collection is certified, the data are not considered submitted. You may consider the Staging Area, where you can work with your data to prepare them for certification, an extension of your local computer. Each submitting entity has its own Staging Area in which to correct errors and perform other data quality checks.

FTE Conflict Resolution

The MSDS FTE Conflict Detection report lists all students who were reported by multiple districts with a total full-time equivalency (FTE) greater than 1.00 in the Fall or Spring General Collections. For instructions on how to complete the FTE Conflict Resolution process, please refer to the MSDS District User Training Manual. The MSDS searches for potential FTE conflicts in both the staging areas and certified data of all districts throughout the collection period. The system performs this process on a nightly basis, so it is important to continue to check the FTE Conflict Detection section until the collection is closed.

District users should resolve as many FTE conflicts as possible before the collection certification deadline at the end of the sixth week after the legislated pupil membership count day. In the event that the users cannot resolve all of their conflicts, the ISD auditors will complete the process.

Decertification

The MSDS allows district users to correct data errors in certified collections. The decertification process is applicable only to collections that utilize single certification (see "Certification: The Fourth C," above). Users are allowed to decertify without CEPI intervention at any time prior to the certification deadline. This means that users may certify, decertify and certify again as many times as necessary until the certification window closes. After the certification deadline, users may request to decertify in order to correct data by contacting CEPI customer support. Please refer to the MSDS District User Training Manual for detailed instructions for the decertification process.

System Expectations: Required, Conditional and Optional

The MSDS uses the terms "required," "conditional" and "optional" to identify system expectations for each component and characteristic. All data collected through the MSDS are required for reporting and/or allocation purposes; however, not all data are applicable to every student. Therefore, the system cannot always require each data element. The following information explains what these terms indicate and how they relate to file-level and field-level validation rules.

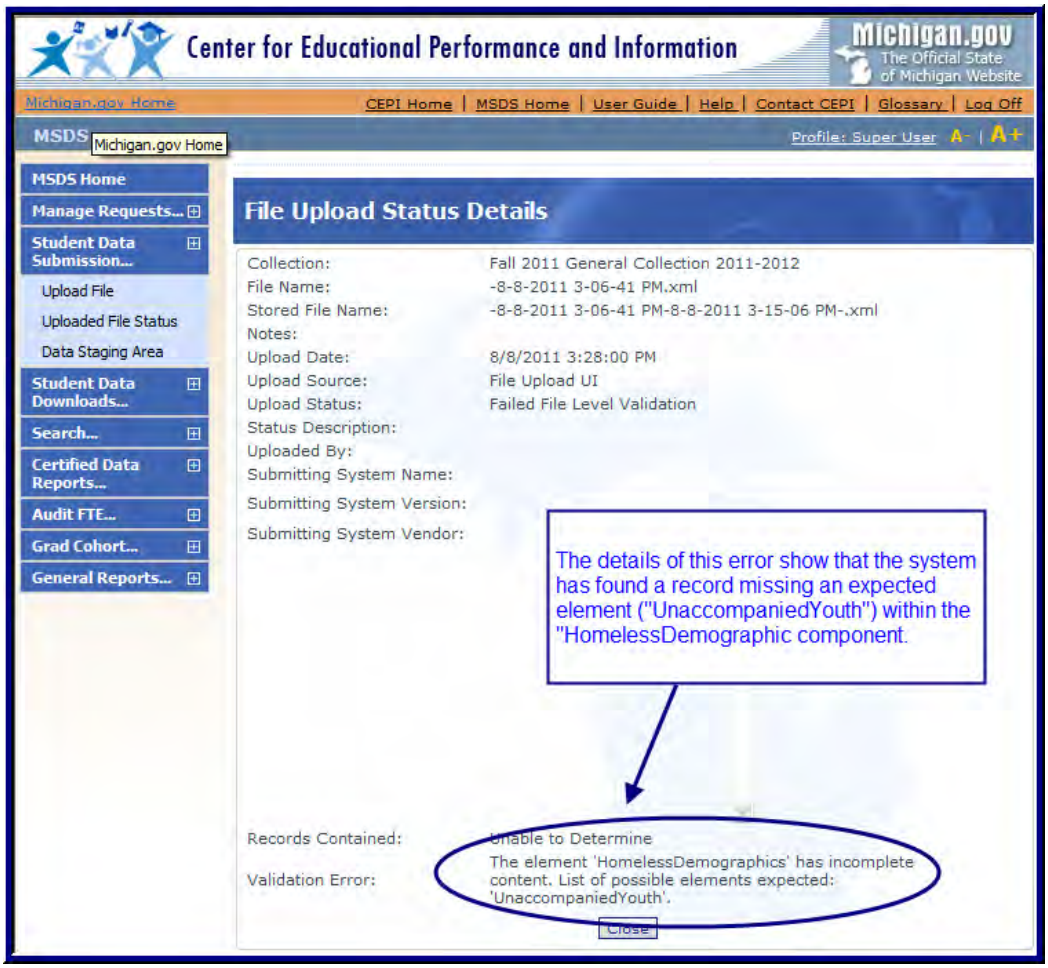
Required

You must report required components for all students. Within each component included in the students' records, you must report the characteristics marked as required for all students. The MSDS will produce errors if you do not report these data. If a *component* is required, the system will reject the file upon upload if you do not include the component in each student record.

> ***Component Example:*** *You must always report the Submitting Entity Component. If every student record in a file does not contain a Submitting Entity Component, the file will not pass schema (file) validation and will fail to process into the Staging Area.*

If you report a component but omit a required *characteristic* from that component, the system will reject the file upon upload.

> ***Characteristic Example:*** *You must report the Unaccompanied Youth characteristic any time you submit the Homeless Demographic Component. If you do not report the characteristic, the file will not pass schema (file) validation and will fail to process into the Staging Area.*

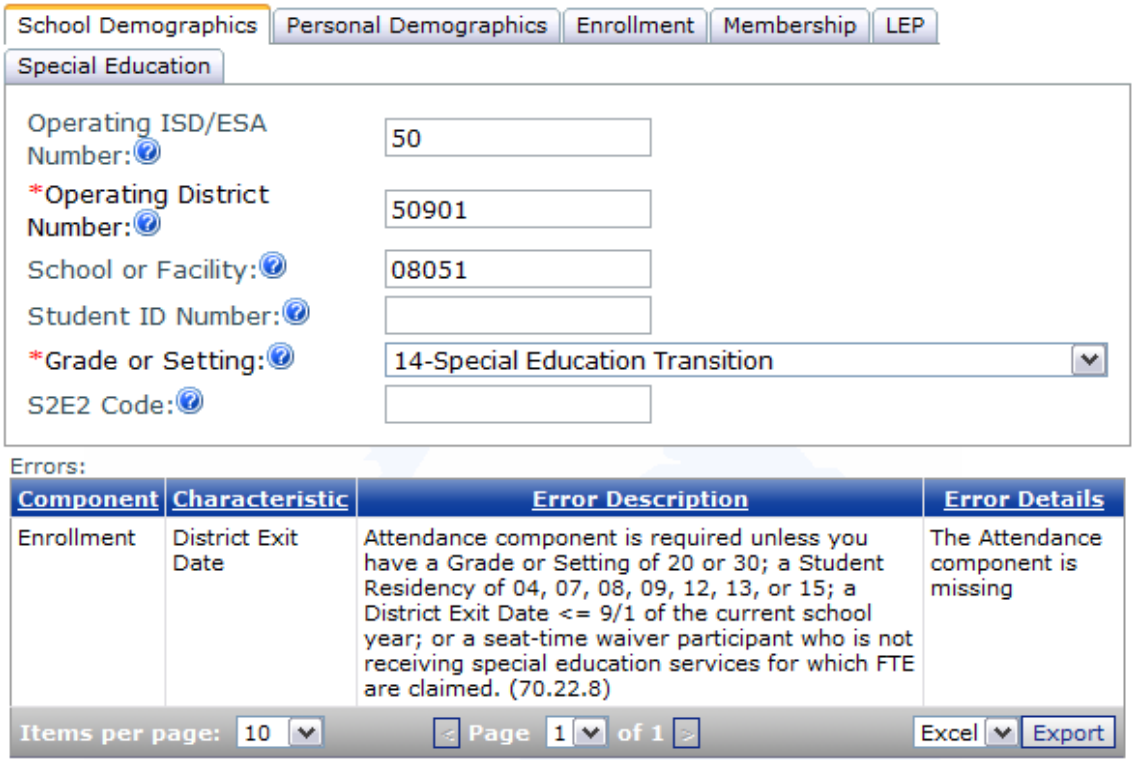


For detailed information about XML and schema validation, including information about software tools that can be helpful, please refer to the CEPI MSDS web page, under Technical Material.

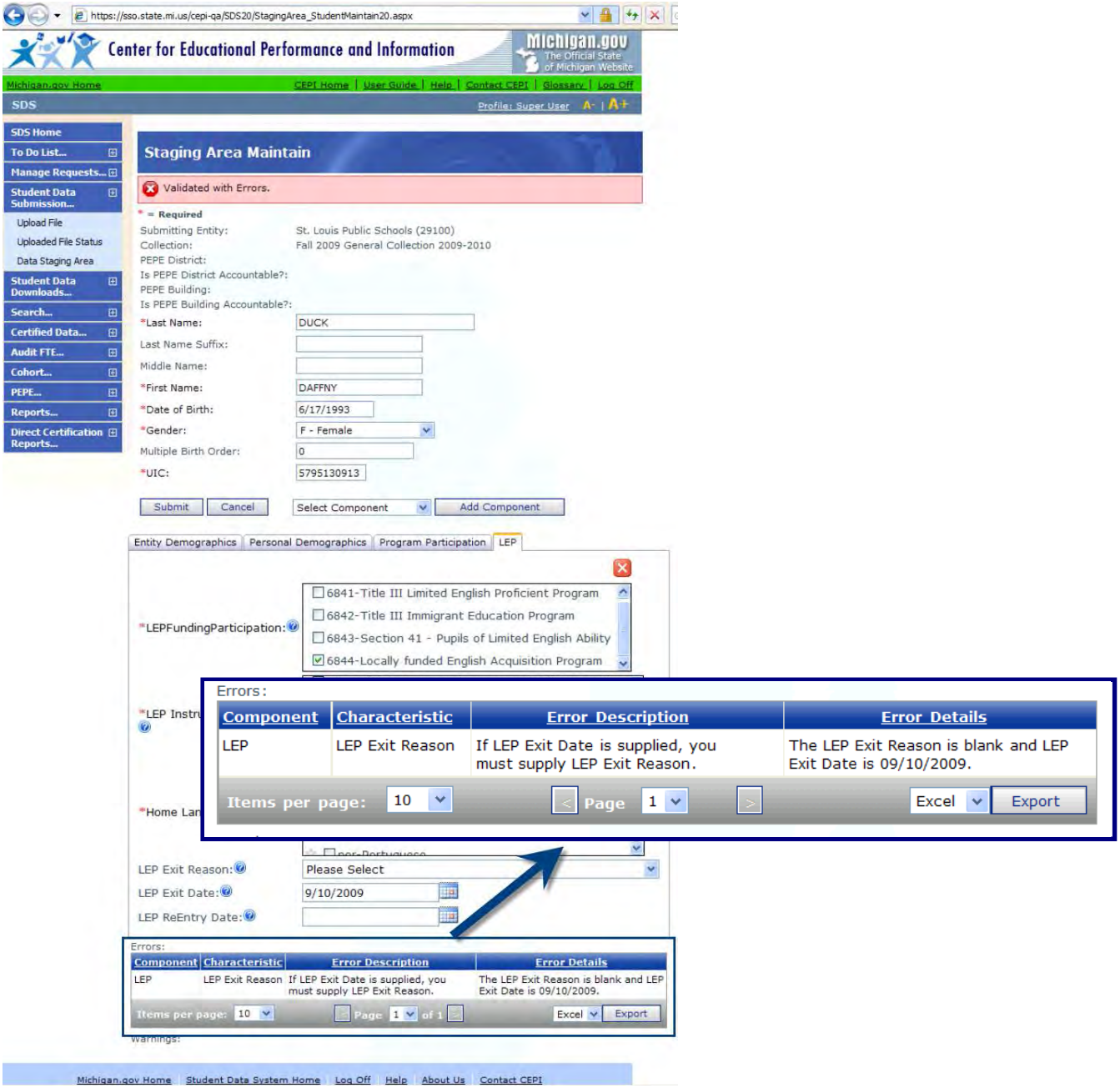
Conditional

You *may* be required to report conditional data to the MSDS system for student records. An error will occur when a student record meets the criteria for the inclusion of those data and you have not included the data in the record.

> **Example:** *You are required to submit attendance data for all non-exempt students reported in the End-of-Year (EOY) General Collection AND for any non-exempt student you reported as exiting from the district in the Fall and Spring General Collections.*
>
> ***Component level:*** *If you do not submit the Attendance Component with a non-exempt student record in the EOY General Collection, the system will generate a record-level validation error. Record-level validation errors for conditional fields will not prevent a file from passing file validation and loading student records into the Staging Area.*



Characteristic level: *If you submitted a student record with the Title III English Learner (EL) and Immigrant Component that includes an LEP Exit Date and the characteristic LEP Exit Reason is missing, the system will generate a record-level validation error. Record-level validation errors for conditional fields will not prevent a file from passing file validation and loading student records into the Staging Area.*



Optional

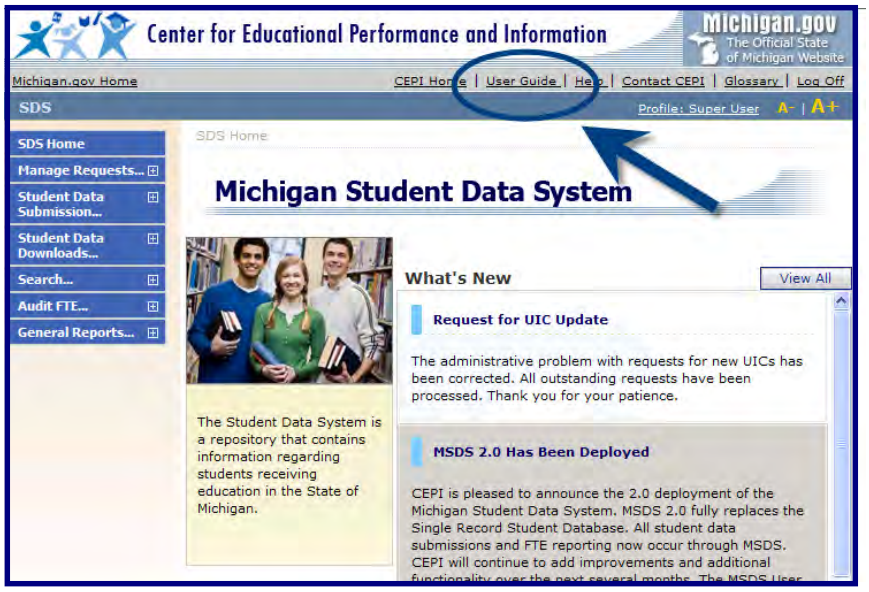
"Optional" indicates that the MSDS cannot determine when or for which students the data are required. This does not mean you do not have to report the data. Please use your local student information system (SIS) to determine when the situation requires optional data to be submitted for a particular student record.

> ***Example:*** *FTE is optional. The application cannot determine when a student meets all of the criteria to be counted in a district's membership for FTE. District users must identify which students to report with the General Education FTE or Special Education components and how much FTE is reported in each FTE characteristic. Users who fail to submit FTE data when it is applicable will receive no state aid payment for that student.*

OPTIONAL does ***NOT*** mean that 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 the data are ***REQUIRED.*** It is up to the reporting entity to identify when the data must be reported, based on program requirements.

How to Enter Data

The MSDS allows you to add data to the collection Staging Area either by a file upload or by manual entry. The system will only accept extensible markup language (XML) files for upload. A copy of the XML schema and a sample XML file for each collection are available on the corresponding MSDS collection page of the CEPI website. Please refer to the MSDS District User Training Manual for more details about MSDS file requirements and general instructions for using the system. You can access the Training Manual through the MSDS by clicking the "User Guide" link at the top of the MSDS application:



You can also access the MSDS Training Manual directly at the following Web address: http://www.michigan.gov/cepi/0,4546,7-113-986_50502-225003--,00.html

Additional training information is available through the MSDS page of the CEPI website (http://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html).

How to Get Help

If you still have questions after reviewing the available training materials, manuals and other documentation on the CEPI website, please contact CEPI customer support for assistance via email at CEPI@michigan.gov or call 517-335-0505 x3. Please provide your name, telephone number (including area code and extension), entity code or agreement number and district/program name (if applicable) along with your message.

For questions related to a specific program or characteristic that has a Michigan Department of Education (MDE) contact listed, please contact the applicable MDE office.

2016-2017 School Year Collection Matrix

The matrix shows if a component is Required (R), Conditional (C), Optional (O), or may not be submitted (blank) for each collection. Components shown with the "+" symbol are multi-valued for the indicated collection. (Multi-valued components may be included more than once per record.)

Components	Collections									
	General Collection			Request for UIC	Early Childhood			Early Roster	Teacher Student Data Link (TSDL)	Student Record Maint. (SRM)
	Fall	Spring	EOY		Fall	Spring	EOP			
RETIRED Adult Education +	C	C	C							C
Assessment								O		
Attendance	C	C	C							C
Discipline +	C	C	C							C
Early Childhood Programs +					R	R	R			
Early Childhood Special Education Assessment +	O	O	O							O
Early On®	O	O	O							
Enrollment	R	R	R	O						R
General Education FTE	O	O	O							O
Homeless Demographics	C	C	C		C	C	C			C
Initial IEP	O	O	O							O
Initial IFSP	O	O	O							
Title III English Learners (EL) ~~Limited English Proficiency (LEP)~~ and Immigrant	O	O	O		O	O	O			O
Membership	R	R	R							R
Part B Referral	O	O	O							
Part C Assessment +	O	O	O							
Personal Core	R	R	R	R	R	R	R	R	R	R
Personal Curriculum	C	C	C							C
Personal Demographics	R	R	R	O	R	R	R	O		R
Program Participation	C	C	C		O	O	O			C
School Demographics	R	R	R	O				R	R	R
Section 23a										O
Section 25										O
Supplemental Nutrition Eligibility (SNE)	O	O	O		O	O	O			O
Special Education	C	C	C							C
Student Course +									R	
Student Record Maintenance										R
Submitting Entity	R	R	R	R	R	R	R	R	R	R
Title I Services	C	C	C							C

Business Rule Spreadsheets

Business rule spreadsheets are available through the 2016-2017 MSDS Collection Component Matrix page on the CEPI website and are available in PDF or Excel format. These spreadsheets 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.

2016-2017 School Year Collection Timelines

A brief timeline for each collection is listed below. For more information on specific collection, please refer to the Overview of MSDS Collections section of this manual.

NOTE: All dates are subject to change. Please refer to the CEPI Master Calendar for the most up-to-date collection dates.

Early Roster Collection (Optional)

- Open for the 2016-2017 school year from May 2016 to April 2017.
- All districts may report projected enrollment and assessment information for students until mid-September 2016. These data are used for Direct Certification and pre-identification of students for fall assessments.
- Nonpublic schools continue to use this collection through late April 2017 to submit enrollment data used for Direct Certification Reports.

General Collections

- **Fall**
  - October 5, 2016: Legislated Pupil Membership Count Date and Special Education Child Count date
  - November 9, 2016: Legislated data submission deadline
    - All districts must have data submitted to MSDS by this date.
  - October 5 – November 16, 2016: Quality Review and resolution of duplicate FTE claims (district certification and decertification may occur during this time)
  - November 16, 2016: Legislated certification deadline
- **Spring**
  - February 8, 2017: Legislated Supplemental Count Date
  - March 15, 2017: Legislated data submission deadline
    - All districts must have data submitted to MSDS by this date.
  - February 8 – March 22, 2017: Quality Review and resolution of duplicate FTE claims (district certification and decertification may occur during this time)
  - March 22, 2017: Legislated certification deadline
- **End-of-Year (EOY)**
  - Early May – June 30, 2017: Quality Review (district certification and decertification may occur during this time)
  - **June 30, 2017: Certification deadline**
    - CEPI data quality staff will analyze EOY data and the data reported by districts throughout the full school year after the collection closes.

Districts will be notified of potential data errors and instructions on how to correct them before the data are used for state and federal reporting.

Early Childhood (EC) Collection

- The Early Childhood Collection consists of three separate single-certification collections.
  - **EC Fall Collection – Certification deadline November 16, 2016**
    - Report data for all children served from the beginning of the program year through October 31, 2016.
  - **EC Spring Collection – Certification deadline February 15, 2017**
    - Report data for all children served from November 1, 2016 through February 8, 2017.
  - **EC End-of-Program Collection – Certification deadline August 16, 2017**
    - Report data for all children served from February 9, 2017 through August 9, 2017.

Student Record Maintenance (SRM) Collection

- The 2015-2016 SRM Collection is open until June 30, 2016. The collection will reopen from July 20 thru September 14, 2016 for the Graduation Rate Appeals window. The 2016-2017 SRM Collection will tentatively open on September 23, 2016.
- This collection may be used to submit updates to student demographic data for assessment rosters. MSDS is the source for determination of subgroups and demographic data for all Michigan Department of Education (MDE) assessments.
- Submit enrollments outside of the collection window of a General Collection in order to obtain student history information or to assign accountability/PEPE.
- **Important Dates:**
  - July 20 through September 14, 2016: District Graduation Rate Appeals window.
    - Ensure that you have reported all of your end-of-summer graduates in the SRM if they were not reported in the EOY 2016 General Collection. In order for students to be considered "on-time graduates," the "As Of Date" and "District Exit Date" for the student records must be on or before **August 31, 2016**. Data must be certified no later than **11:59 p.m. EDT on September 14, 2016**.
    - Late-April 2017 (exact date TBD): Deadline to submit changes to student demographics for Spring 2017 MDE assessments.

Ongoing Teacher Student Data Link (TSDL)

- The ongoing TSDL Collection will continue to accept submissions of student course data throughout the school year.
- **Important Dates:**
  - July 26, 2017 – 2016-2017 TSDL Certification Deadline (tentative)

Overview of MSDS Collections

The following pages contain information about each MSDS collection. The Components section of this document contains more specific information about the component and characteristic business rules.

Request for UIC Collection

The Unique Identification Code (UIC) continues to be a critical element in tracking student information over time and in tying student-level data between different data systems. The following systems have incorporated the UIC:

- Division of Accountability Services (DAS) Secure Site
- Career and Technical Education Information System (CTEIS)
- Michigan Adult Education Reporting System (MAERS)
- Migrant Education Data System
- Parchment Exchange Electronic Transcript System
- Student Transcript and Academic Record Repository (STARR)

The MSDS is the source system for student demographic data. Because of the UIC, these other systems can utilize the data which will in turn reduce redundant data collections.

According to the requirements of the America Competes Act [PL110-69 sec. 6201 ~~6401(e)(2)(A)~~], CEPI must ensure that the statewide pre-kindergarten through college (PK-16) education data system includes a unique statewide identifier. The UIC currently fulfills this requirement for PK-12 and has been integrated into the postsecondary level.

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Optional	No	1
Personal Demographics	4	Optional	No	1
Enrollment	5	Optional	No	1

The schema and a sample XML file are also available on the Request for UIC page of the CEPI MSDS website.

Whom Do We Report?

You can use the Request for UIC Collection to obtain UICs for new students entering a district or program. For instance, a district authorized user may want to obtain UICs for students identified during kindergarten roundup. Likewise, a district may have a number of new enrollees in the fall arriving from other school districts.

Users will need to obtain UICs for *Early On*® students, both with and without disabilities, in order to report these students in MSDS. Furthermore, when you report students in the MSDS, you must have a UIC for every record in every collection except the Request for UIC and Early Roster collections.

You can also use the Request for UIC Collection to validate UICs for students currently attending your district. For instance, a district user may want to validate UICs for all of his or her students prior to submitting a General Collection. This allows the user to complete any necessary UIC resolution in the Request for UIC Collection instead of the General Collection.

When Do We Report?

The Request for UIC Collection is open all year, so you can obtain and/or validate UICs for new or existing students in your district at any time.

Important Note: Before the beginning of every school year, CEPI will have the Staging Area cleared from the MSDS to allow users to begin submitting collections for the new school year. Users should make sure to resolve any student records that are still in "Requires Resolution" status and then download their completed files prior to the beginning of every school year. CEPI will send a notice informing users when the data will be cleared.

Early Roster Collection

The MSDS Early Roster Collection is the vehicle through which users submit their districts' projected student rosters for the coming school year. Users can also request and/or validate UICs through the Early Roster Collection. CEPI uses the data you submit via the Early Roster Collection, along with the students reported as "continuing" in the End-of-Year General Collection, to create the initial Direct Certification Report.

The Division of Accountability Services (DAS) uses the Early Roster Collection to obtain assessment pre-identification information for Fall assessments. Both CEPI and DAS strongly encourage the use of Early Roster as your pre-ID method for the following reasons:

- Many districts already use the Early Roster Collection for the purposes of Direct Certification; therefore, use of Early Roster to pre-ID avoids a separate pre-ID submission.
- UICs are assigned/resolved early, which avoids UIC resolution during the already busy time leading up to and during Tested Roster

Assessment pre-identification is also available via DAS Secure Site. For information about using the DAS Secure Site pre-ID method, please review the DAS Secure Site Procedure and User Manual (found at https://baa.state.mi.us/BAASecure/pdfs/SecureSiteUserManual.pdf).

NOTE: Records submitted in this collection are not considered official enrollment records and do not impact the assignment of the primary education providing entity (PEPE) or graduation cohort.

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Required	No	1
Personal Demographics	4	Optional	No	1
Assessment	5	Optional	No	1

The schema and a sample XML file are also available on the Early Roster page, a subpage of the CEPI MSDS web page.

Please note that you should include the building code and local student ID, even though they are not required for the file upload, to allow for sorting and local district import of the Direct Certification Report once it is generated.

Reminder to Public Schools: As is the case for the Request for UIC Collection, you are not required to certify this collection. However, you must correct errors and resolve any records

requiring resolution. **CEPI and DAS will not use records that have errors or require UIC resolution for direct certification or assessment pre-identification.**

Reminder to Nonpublic Schools: Because the option to resolve records is not available to non-public schools, the Direct Certification Report will not include any records without a match or system-created UIC. In those instances, the student's family must fill out a paper application to determine eligibility for free or reduced-price lunch or milk.

Whom Do We Report?

Direct Certification

For public schools, report all students who are expected to be newly enrolled for the next school year and those students who have a change in building assignment. Exclude students reported as "continuing" during the End-of-Year Collection. However, if the local student information system is not able to separate those students, you may include them. For nonpublic schools, submit your entire student enrollment.

Assessment Pre-Identification

To pre-identify students for Fall 2016 assessments using the Early Roster Collection, districts must submit error-free records and include Race/Ethnicity data and the Assessment Component, along with all other mandatory Early Roster fields (as specified in the Early Roster schema). The Grade or Setting characteristic must also reflect the projected grade for the 2016-2017 school year.

When Do We Report?

The Early Roster Collection opens in early May and remains open until late April of the following year. However, beginning on October 21, 2016, CEPI will only use Early Roster data submitted by non-public entities to update the direct certification report. Public school entities should begin reporting enrollments through the general collections or Student Record Maintenance (SRM) once these collections are available (tentatively September 23). Like the Request for UIC Collection, Early Roster does not require certification.

Direct Certification (Public Schools) – May 6 through October 19, 2016

The Early Roster Collection opens May 6, 2016 for districts to report their rosters for the purpose of direct certification. Districts should begin reporting enrollments through the general collections or Student Record Maintenance Collection once these collections are available (tentatively September 21). From October 5 (Fall count day) through October 19, districts may continue to utilize the Early Roster Collection to update their Direct Certification Report for students that meet both of the following criteria:

- Were enrolled in the district between the start of the current school year and the fall count date, AND
- Were not submitted in the SRM Collection prior to the Fall count date.

This exception is allowed because, beginning with the Fall count date, the SRM Collection will not accept an 'As Of Date' prior to the fall count date. Please note that reporting students in an Early Roster Collection does not officially enroll them in your district.

The report is refreshed bi-monthly from August thru October and monthly beginning in December. For specific cut-off and refresh dates, please refer to the timeline posted on the Direct Certification Report page

Direct Certification (Nonpublic Schools) – May 6 through late April 2017

The Early Roster Collection opens May 6, 2016 and will remain open until late April of the following year to ensure that nonpublic school entities can continue reporting their rosters for the purposes of direct certification. The report is refreshed bi-monthly from August thru October and monthly beginning in December. For specific cut-off and refresh dates, please refer to the timeline posted on the CEPI Calendar page.

Assessment Pre-Identification – May 6 through mid-September 2016 (exact date TBD)

Through late July, districts can submit assessment pre-identification data to obtain pre-printed answer documents for any applicable fall assessments. Through mid-September, districts can submit assessment pre-identification data to establish barcodes for these assessments. Exact dates will be posted to the CEPI Early Roster web page once these dates are established.

For information about pre-identifying students for Fall 2016 assessments through the DAS Secure Site, please review the DAS Secure Site Procedure and User Manual (found at https://baa.state.mi.us/BAASecure/pdfs/SecureSiteUserManual.pdf).

NOTE: The Early Roster Collection uses the business rules posted for the school year in which it opened, not the school year being reported. For example, the 2014 Early Roster Collection uses the business rules posted for the 2013-2014 school year. When the 2016 Early Roster Collection opens in May 2016, it will use the business rules that are current for the 2015-2016 school year. Because of this unique situation, CEPI attempts to make as few changes as possible from year to year for this collection.

Important Note: Before the opening of the Early Roster collection for the upcoming school year, CEPI will have the Staging Area cleared from the MSDS to allow users to begin submitting data. Users should download their collection if they wish to save data in order to upload it into the subsequent school year's collection. CEPI will send a notice informing users when the data will be cleared.

General Collections

The General Collections are the primary means of submitting student data to the MSDS. There are three collection periods within each school year. The Fall and Spring General Collections are the primary means for submitting student membership (FTE) on which state foundation payments are based. (Please refer to the web page of the MDE Office of State Aid and School Finance for information on membership and state funding.)

2016 Fall General Collection

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Required	No	1
Personal Demographics	4	Required	No	1
Enrollment	5	Required	No	1
Membership	6	Required	No	1
General Education FTE	7	Optional	No	1
Program Participation	8	Conditional	No	1
Personal Curriculum	9	Optional	No	1
Homeless Demographics	10	Conditional	No	1
Title III ~~LEP~~EL and Immigrant	11	Optional	No	1
Title I TAS	12	Conditional	No	1
~~Adult Education~~	~~13~~	~~Conditional~~	~~Yes~~	~~Unbounded (3 per Adult Ed Count Period)~~
Initial IEP	~~14~~13	Optional	No	1
Special Education	~~15~~14	Conditional	No	1
Early Childhood Special Education Assessment	~~16~~15	Optional	Yes	2
Discipline	~~17~~16	Conditional	Yes	Unbounded (1 per incident ID code)
Attendance	~~18~~17	Conditional	No	1
SNE	~~19~~18	Optional	No	1
Early On	~~20~~19	Optional	No	1
Initial IFSP	~~21~~20	Optional	No	1
Part C Assessment	~~22~~21	Optional	Yes	3
Part B Referral	~~23~~22	Conditional	No	1

The Fall General Collection includes the Michigan fall pupil membership (FTE) count, federal special education child count and federal supplemental nutrition eligibility count.
Please remember that although the FTE data are optional, you must submit them when applicable for each student. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will receive no foundation payment for that student.**

The schema and a sample XML file are available on the General Collection page, a subpage of the CEPI MSDS web page. A schema summary is included with the documentation and contains information about any schema changes from the previous year's Fall schema.

Please reference the "Component Details" section of this document for the component and characteristic specifics.

Whom Do We Report?

Report all students enrolled in your district who meet one or more of the following criteria:

- Are actively enrolled on "count day," the first Wednesday in October.
- Exited prior to count day but were actively enrolled at some point during the current school year (e.g., exited after the first day of the current school year).

Full-Time Equivalency (FTE)

You must report students who are eligible for FTE with the General Education FTE and/or the Special Education Component in order for the applicable FTE to be assigned to the district. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will not receive a foundation payment for that student.**

Exited Students

It is important that you report all students who have exited your district since they were last reported. This can be done through the Fall General Collection or the Student Record Maintenance (SRM) Collection. Failure to report these students with accurate district exit status data can significantly impact your district's assessment rosters, attendance data, and graduation and dropout rates, and may result in failure to meet Accountability Scorecard criteria. It is especially important that you report accurate exit data for students who are eligible for programs such as special education or limited English proficiency.

Program Participation

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. These data are also important for the accurate identification of subgroup participation required for federal reporting.

Students with Active Individualized Education Programs (IEP)

You must report all students with disabilities who are eligible for special education programs or services (have an active IEP) and are enrolled in your district on the fall count date. **This includes children receiving early childhood special education services as well as students who are enrolled in your K-12 programs.** Students may or may not be eligible for FTE, however they must be reported for Special Education Child Count purposes.

You must include all students with disabilities receiving special education programs or services that were:

- submitted in the previous year's End-of-Year General Collection as continuing (District Exit Status "19") and continue to participate in special education programs or services,
- submitted in the previously year's End-of-Year General Collection as participating in only general education programs and now have an active IEP,
- newly enrolled in your district this school year and have an active IEP on the count date or
- receiving early childhood special education services only (i.e. not claimed for FTE).

Students who have exited special education and are continuing with general education through your district must also be reported with the appropriate special education exit data.

Your district's special education data team must review all appropriate MSDS reports and confirm that the data are accurate before certification of the Fall General Collection. Please work with your district and ISD staff to coordinate this process.

Attendance

You **must report** the Attendance Component on all of the records you submit **for exiting students.** These data are cumulative for each student, and MDE uses them in the determination of Accountability Scorecard results. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance Component are completely unrelated to instructional days or clock hours.** For services that are not school-based (e.g., services provided in the home, hospital, community setting or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the Attendance Component section of this document for additional Attendance Component and characteristic specifics.**

Supplemental Nutrition Eligibility (SNE)

You are required to report the SNE Component for all students who are eligible for free or reduced-cost meals or milk programs and who were actively enrolled in your district on the fall pupil membership count date (the first Wednesday in October). You may continue to collect applications and determine eligibility status for students enrolled in your district on count day **until the collection certification deadline.**

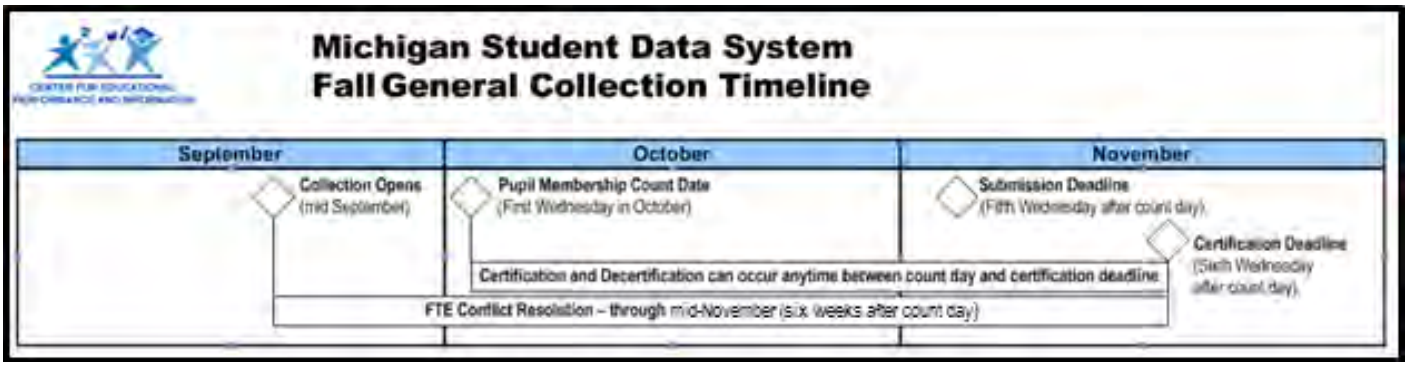
Multiple State of Michigan offices use SNE data reported in the Fall General Collection for categorical funding allocations and in multiple state and federal reports. Under-reporting will result in significant impacts to funding allocations in the subsequent school year. Therefore, it is critical that you report these data correctly.

For more information about which students must be reported with the SNE Component, please refer to the SNE Component section of this document.

When Do We Report?

The Fall General Collection is a Single Certification collection. You must submit all student data to the MSDS no later than five weeks after the legislated fall pupil membership count day (**first Wednesday in October**). Your district's data should be in a certified status by the submission deadline. You may decertify and make corrections to your district's data, including adding or deleting student records, until the certification deadline. CEPI and MDE will be completing data quality analysis of data that is submitted as of the submission deadline. Districts will receive data quality alert notices when our analysis reveals potential reporting errors.

Between the submission deadline and the certification deadline, district authorized users may correct any data errors through the decertification process. All district users must have all error correction and UIC resolution completed and must certify their Fall General Collection data by the end of the sixth week after the legislated fall pupil membership count day (certification deadline). If you fail to certify by this date, your district's collection will be considered incomplete and notification will be sent to MDE's Office of State Aid and School Finance, as per the State School Aid Act requirements.



2017 Spring General Collection

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Required	No	1
Personal Demographics	4	Required	No	1
Enrollment	5	Required	No	1
Membership	6	Required	No	1
General Education FTE	7	Optional	No	1
Program Participation	8	Conditional	No	1
Personal Curriculum	9	Optional	No	1
Homeless Demographics	10	Conditional	No	1
Title III ~~LEP~~EL and Immigrant	11	Optional	No	1
Title I TAS	12	Conditional	No	1
~~Adult Education~~	~~13~~	~~Conditional~~	~~Yes~~	~~Unbounded (3 per Adult Ed Count Period)~~
Initial IEP	~~14~~13	Optional	No	1
Special Education	~~15~~14	Conditional	No	1
Early Childhood Special Education Assessment	~~16~~15	Optional	Yes	2
Discipline	~~17~~16	Conditional	Yes	Unbounded (1 per incident ID code)
Attendance	~~18~~17	Conditional	No	1
SNE	~~19~~18	Optional	No	1
Early On	~~20~~19	Optional	No	1
Initial IFSP	~~21~~20	Optional	No	1
Part C Assessment	~~22~~21	Optional	Yes	3
Part B Referral	~~23~~22	Conditional	No	1

The schema and a sample XML file are available on the General Collection page, a subpage of the CEPI MSDS web page. A schema summary is included with the documentation and contains information about any schema changes from the previous year's Spring schema.

The Spring General Collection is a membership count (FTE) collection. Please remember that although the FTE data are optional, you must submit them when applicable for each student. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will receive no foundation payment for that student.**

Please reference the "Component Details" section of this document for the component and characteristic specifics.

Whom Do We Report?

Report all active students and those students who have exited the district since the Fall General Collection. You may include students who have enrolled and subsequently exited within the reporting period. (See Program Participation below.) However, if you reported an exit record through another certified MSDS collection, do not report it again in the general collection.

Full-Time Equivalency (FTE)

You must report students who are eligible for FTE with the General Education FTE and/or the Special Education Component in order for the applicable FTE to be assigned to the district. **If you fail to submit FTE data in the record of a student for whom you claim membership, you will not receive a foundation payment for that student.**

Program Participation

You must report students who may not be eligible for FTE but are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. These data are also important for the accurate identification of subgroup participation required for federal reporting.

Attendance

You **must report** the Attendance Component for all records you submit **for exiting students.** These data are cumulative for each student, and MDE uses them in the determination of Accountability Scorecard results. The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance Component are completely unrelated to instructional days or clock hours.** For services that are not school-based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the Attendance Component section of this document for additional Attendance Component and characteristic specifics.**

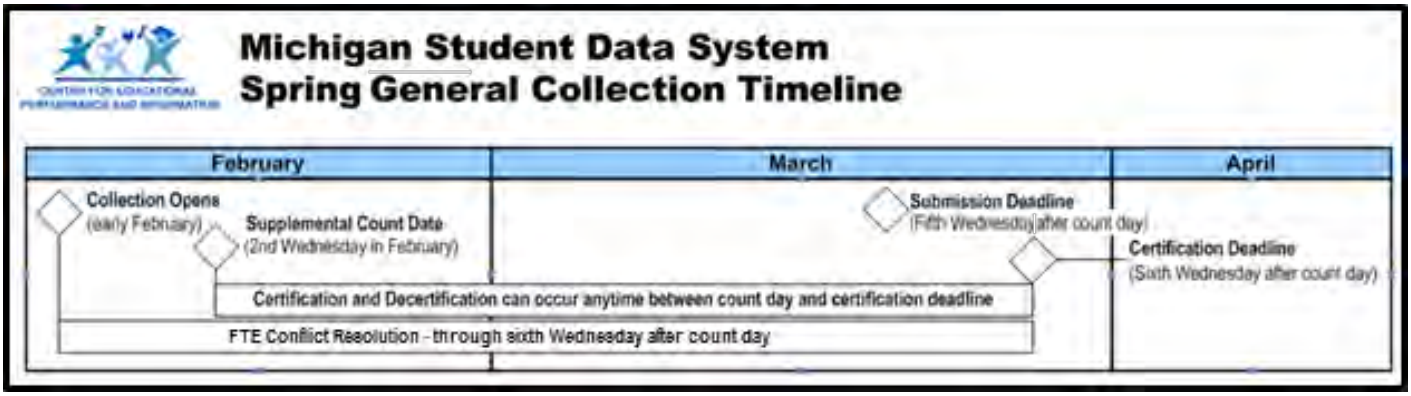
Supplemental Nutrition Eligibility (SNE)

For the Spring General Collection, submit data indicating students' eligibility status for free or reduced-price meals or milk via the SNE Component. It is only necessary to submit these data for eligible students whom you did not report as such in the Fall General Collection or the SRM Collection.

NOTE: You may also submit updated SNE data via the SRM or End-of-Year (EOY) General Collections for students who become eligible or for newly enrolled students who are eligible.

When Do We Report?

The Spring General Collection is a Single Certification collection. You must submit all student data to the MSDS no later than five weeks after the legislated supplemental pupil membership count day (**the second Wednesday in February**). Between the submission deadline and the certification deadline, district authorized users may correct any data errors through the decertification process. All district users must have all error correction and UIC resolution completed and must certify their Spring General Collection data by the end of the sixth week after the legislated supplemental pupil membership count day (certification deadline). If you fail to certify by this date, your district's collection will be considered incomplete and notification will be sent to the MDE's Office of State Aid and School Finance, as per the State School Aid Act requirements.



2017 End-of-Year (EOY) General Collection

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Required	No	1
Personal Demographics	4	Required	No	1
Enrollment	5	Required	No	1
Membership	6	Required	No	1
General Education FTE	7	Optional	No	1
Program Participation	8	Conditional	No	1
Personal Curriculum	9	Optional	No	1
Homeless Demographics	10	Conditional	No	1
Title III ~~LEP~~EL and Immigrant	11	Optional	No	1
Title I TAS	12	Conditional	No	1
~~Adult Education~~	~~13~~	~~Conditional~~	~~Yes~~	~~Unbounded (3 per Adult Ed Count Period)~~
Initial IEP	~~14~~13	Optional	No	1
Special Education	~~15~~14	Conditional	No	1
Early Childhood Special Education Assessment	~~16~~15	Optional	Yes	2
Discipline	~~17~~16	Conditional	Yes	Unbounded (1 per incident ID code)
Attendance	~~18~~17	Conditional	No	1
SNE	~~19~~18	Optional	No	1
Early On	~~20~~19	Optional	No	1
Initial IFSP	~~21~~20	Optional	No	1
Part C Assessment	~~22~~21	Optional	Yes	3
Part B Referral	~~23~~22	Conditional	Yes	1

The schema and a sample XML file will be available on the General Collection page, a subpage of the CEPI MSDS web page. A schema summary is included with the documentation and contains information about any schema changes from the previous year's EOY schema.

Please refer to the "Component Details" section of this document for the component and characteristic specifics.

Whom Do We Report?

Report all active students and those students who have exited the district since the Spring General Collection. You may include students who have enrolled and subsequently exited within the reporting period. (See Program Participation below.) However, if you reported an exit record through another certified MSDS collection, do not report it again in this collection.

Full-Time Equivalency (FTE)

The EOY General Collection is **not** a membership collection. You may include FTE data in this collection; however, MDE will not use these data to determine State Aid Foundation payments. In cases where students are submitted by multiple districts, CEPI will use FTE data as part of assigning Primary Education Providing Entity (PEPE). For more information on how PEPE is assigned, please refer to the "PEPE" section of the MSDS District User Training Manual.

Program Participation

You must report students who are participants in certain programs in order for them to be counted for other program-level allocations and compliance reporting requirements. The data on these students are also important for the accurate identification of subgroup participation, which is required for federal reporting. These students may or may not be eligible for FTE.

Attendance

You are required to report the Attendance Component **for all non-exempt students** submitted in the EOY General Collection. 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.

The data submitted in Days Attended represent the number of days the student actually attended. The data submitted in Total Possible Attendance represent the total possible days that the student could have attended from the first day of school, the date of new enrollment or the beginning of a program (e.g., summer school). **The data submitted in the Attendance Component are completely unrelated to instructional days or clock hours.**

For services that are not school based (e.g., services provided in the home, hospital, community setting, or seat-time waiver program), report how many days out of the days available that the student received services. **Please refer to the Attendance Component section of this document for additional component and characteristic specifics.**

Graduates

CEPI has discovered that many student information systems, by default, exit all 12th grade students as graduated with a high school diploma. Unfortunately, not every student receives a high school diploma at the end of four years.

The following students should be reported as graduated:

- Students who receive a high school diploma on or before the collection certification deadline should be reported with an exit status code indicating graduation (01-04 or 40/41 if enrolled at an Early/Middle College) in the EOY General Collection.
- Failing to report graduated students with the correct exit status code will negatively impact your district's graduation rates. Graduation rates are an important part of accountability calculations, including your accountability scorecard, school accreditation status, and Persistently Lowest Achieving and statewide Top to Bottom ranking lists.

The following students should NOT be reported as graduated:

- Students who receive a GED, certificate of completion, other certificate or are otherwise continuing in school.
- Students who are completing kindergarten, 5th grade, middle school or any other type of unofficial "graduation."
- Students with Individualized Education Programs (IEPs) who are given an "unofficial" diploma or certificate of completion and allowed to walk with their classmates. Report these students as follows:
    - If the student is leaving public education and meets the district's local criteria for a certificate of completion, exit status "20" may be used.
    - If the student will participate in a transition program in the same district s/he has been attending, use exit status "19" (expected to continue).
    - If the student will participate in a transition program in another district, use exit status "08" (enrolled in another public school district in Michigan).
- Students who will not graduate by the certification deadline, but may graduate in the summer. These students should be reported in the EOY General Collection with exit status "19" (expected to continue). If and when the students graduate, report this information in the Graduation Rate Appeals Window (occurring in the SRM Collection from mid-July through mid-September).

Remember: The MSDS will generate a field-level error if a student with a "Graduate" cohort status is submitted with an exit status of Continuing (with or without FTE) in any future collection <u>by any district</u>.

The following reports will confirm that you have reported the correct exit status code for each student:

- **12th Grade Graduate Summary –** lists the total number of 12th grade students for each reported Exit Status code. This report is available from both the Staging Area and Certified Data Reports and includes the drill-down format for viewing student-level detail.

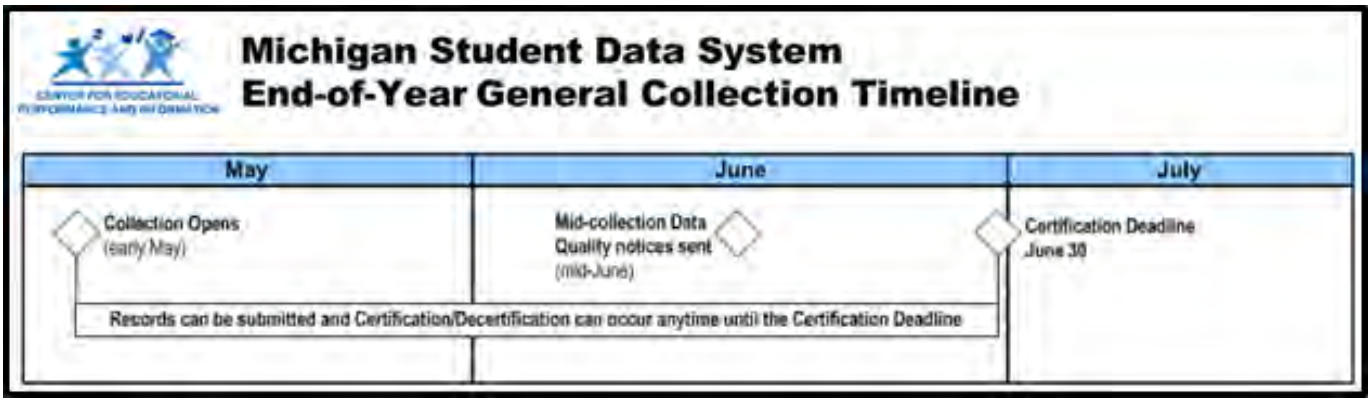
- **Exit Status Count –** lists the total number of students for each reported District Exit Status code. Use this report to determine if any students in grades other than 12th were reported with an exit status code indicating graduation. This report is available from both the Staging Area and Certified Data Reports and includes the drill-down format for viewing student-level detail.

Supplemental Nutrition Eligibility (SNE)

The EOY General Collection is the final opportunity for you to submit data indicating students' eligibility status for free or reduced-price meals or milk via the SNE Component. Only submit these data for eligible students whom you did not report as such in the Fall or Spring General Collections or the SRM Collection. Multiple State of Michigan offices use SNE data reported throughout the school year to generate multiple state and federal reports. Therefore, it is critical that you report these data correctly.

When Do We Report?

The End-of-Year General Collection is a Single Certification collection. You must submit your records, complete any required UIC resolution and correct any data errors by the collection certification deadline (June 30). If June 30 falls on a weekend, the deadline will be the following Monday. If you fail to certify by this date, your district's collection will be considered incomplete and notification will be sent to MDE.



Student Record Maintenance Collection

You may use the Student Record Maintenance (SRM) Collection to update data throughout the school year; however, it is not a required collection. The purpose of submitting student data in this collection is to update a student's current record between collections. The data submitted through this collection are used for a variety of purposes:

- Submit exit status corrections, summer graduates, or updates for the calculation of graduation and dropout rates during the Graduation Rate Appeals window
- Submit Primary Education Providing Entity (PEPE) changes
- Submit enrollment records between general collections to obtain access to a newly enrolled student's history records
- Submit exit records
- Submit Section 23a claims for students in a Dropout Recovery Program
- Submit Section 25 transfer requests
- Update student demographics and program participation data as necessary for another program (e.g., DAS Tested Roster) prior to the next general collection.

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Student Record Maintenance	3	Required	No	1
School Demographics	4	Required	No	1
Personal Demographics	5	Required	No	1
Enrollment	6	Required	No	1
Membership	7	Required	No	1
General Education FTE	8	Optional	No	1
Program Participation	9	Conditional	No	1
Personal Curriculum	10	Optional	No	1
Homeless Demographics	11	Conditional	No	1
Title III ~~LEP~~EL and Immigrant	12	Optional	No	1
Title I TAS	13	Conditional	No	1
~~Adult Education~~	~~14~~	~~Conditional~~	~~Yes~~	~~Unbounded (3 per Adult Ed Count Period)~~
Initial IEP	~~15~~14	Optional	No	1
Special Education	~~16~~15	Conditional	No	1
Early Childhood Special Education Assessment	~~17~~16	Optional	Yes	2
Discipline	~~18~~17	Conditional	Yes	Unbounded (1 per incident id code)
Attendance	~~19~~18	Conditional	No	1
SNE	~~20~~19	Optional	No	1
Section 25	~~21~~20	Optional	No	1
Section 23a	~~22~~21	Optional	Yes	12

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Early On	22	Optional	No	1
Initial IFSP	23	Optional	No	1
Part C Assessment	24	Optional	Yes	3
Part B Referral	25	Conditional	Yes	1

The schema and a sample XML file are also available on the Student Record Maintenance subpage of the CEPI MSDS web page. A schema summary is included with the documentation and contains information about any schema changes from the previous year's SRM schema.

Whom Do We Report?

Graduation Rate Appeals Window

- Use the SRM Collection to submit corrections or updates for the calculation of four-year, five-year and six-year rates.
- Ensure that you have reported all of your end-of-summer graduates if they were not reported in the EOY General Collection. In order for students to be considered "on-time graduates," the "As Of Date" and "District Exit Date" for the student records must be on or before **August 31**.
- For students who exited prior to the current school year, only your ISD auditor can update the exit status, as these data have been previously audited. This update is made through an audit finding in the GAD Application during the Exit Status Audit window (late October through early December).

Primary Education Providing Entity (PEPE) Changes

PEPE identifies the primary education providing entity for a student and is used in assigning accountability for graduation cohort and Scorecard result determinations. Districts may submit PEPE changes when the MSDS does not reflect the correct accountable entity. A district wishing to be the PEPE should submit the student as enrolled and continuing in their district. **The PEPE assignment process is completed by the system as soon as the SRM record is certified.** If this process does not update the PEPE as you expect, please contact CEPI customer support.

Submit Enrollment Records Between General Collections

Districts may report students who enroll outside of the collection window of a General Collection to obtain student history information or to assign accountability/PEPE. The reported 'As Of Date' should be the same date as the student's enrollment date. District authorized users will only have access to this data after the students are enrolled in a user's district. **Enrollment information is updated immediately upon certification of the student's record.**

From October 5 (Fall count day) through October 19, districts may update their Direct Certification Report using the Early Roster Collection for students that meet both of the following criteria:

- Enrolled in the district between the start of the current school year and the fall count date, AND
- Not submitted in the SRM Collection prior to the Fall count date.

This exception is allowed because, beginning with the Fall count date, the SRM Collection will not accept an 'As Of Date' prior to the fall count date. Please note that reporting students in an Early Roster Collection does not officially enroll them in your district.

Submit Exit Records

Districts may submit exit records for students to correct exit status for accountability and to provide an accurate roster for assessment purposes.

Update Student Demographics and Program Data

Student data stored in the MSDS are the source records for accountability, graduation cohort and Scorecard determinations. Districts may submit updates to student demographics and program data between collections to ensure that the MSDS accurately reflects a student's status. **All student demographic updates occur immediately upon certification of the student's record.**

For assessment and accountability purposes, demographic updates such as supplemental nutrition eligibility, homeless, special education and english learner must be completed through the MSDS. The DAS Secure Site cannot be used to update this information.

During the assessment pre-ID window, demographic updates such as first name, last name, date of birth, gender, grade and homeschooled status can be updated on the DAS Secure Site.

During the Tested Roster window, demographic updates such as first name, last name and date of birth remain editable on the DAS Secure Site. This is allowed to correct errors that are preventing a match of the student's records between the DAS Secure Site and MSDS. The first name and last name can only be changed by emailing BAA@michigan.gov. Gender and grade are no longer editable and will be pulled exclusively from MSDS.

Homeschooled status also remains editable in the DAS Secure Site throughout Tested Roster. This is necessary because a local school district must honor a homeschooled student's request to be tested, even if the homeschooled student does not attend the district. Therefore, these students would not have an MSDS record. However, homeschooled students taking non-essential courses in your district should have a record in MSDS; therefore, these students must be reported with the proper homeschooled residency code to remove them from your accountability calculations.

During the Tested Roster and Expected to Test windows, changes to demographic and program data will be available through the DAS Secure Site within one hour.

For more information about the DAS Secure Site, assessment pre-identification or the Tested Roster window, please visit the DAS web page at http://www.michigan.gov/baa.

Submit Section 23a Claims for Students in Dropout Recovery Programs

School districts that operate an eligible Dropout Recovery Program may claim 1/12th of a FTE for each month that an eligible student was enrolled in the program and was in full attendance. These requests are made by submitting an SRM record and including the Section 23a Component. The "MonthClaimed" characteristic within the Section 23a Component is required and must indicate the month and year a student was in full attendance in the program. The

"ProgramStartDate" characteristic is also required and must indicate the month, day and year of the first day a student participated in the program. Requests for a particular month must be certified no later than 30 days after the end of that month.

Submit Section 25e transfer requests

~~Districts~~Strict Discipline Academies (SDAs) may voluntarily request a prorated transfer of FTE for students who were eligible for FTE on the Fall Pupil Membership count date and transfer to their district between the Fall and Spring count dates. These requests are made by submitting an SRM record and including the Section 25 Component. The "First Day in Attendance" characteristic within the Section 25 Component is required and must indicate the first day a student was in attendance at the submitting district.

Once these SRM records are certified, the requests will appear in the "Manage Section 25 requests" area of the MSDS and your ISD auditor will approve or deny the request. Approved requests will be reflected in the subsequent month's state aid payment.

Beginning in the 2016-2017 school year, Section 25e transfer requests may only be submitted by Strict Discipline Academies (SDAs).

The following resources are available on the CEPI MSDS SRM web page:

- **Section 25e Overview:** A brief, high-level summary of the Section 25e transfer process.
- **Section 25e User Guide:** A comprehensive user guide for both district users and ISD auditors.
- **Section 25e Financial Calendar:** A breakdown of days elapsed and days remaining for each day between the beginning of the school year and the Spring Supplemental Count Date. This calendar is used as part of the calculation process to determine the amount of FTE being pro-rated.

When Do We Report?

Please note: The SRM Collection will only accept records with an 'As Of Date' on or after the previous general collection count date and prior to the subsequent general collection count date or August 31 of the current school year, whichever is earlier.

The SRM Collection is open throughout the school year. This collection employs ongoing certification, allowing data to be updated at any time. **All data submitted through the SRM Collection update student's history immediately upon certification.**

2015-2016 SRM Collection:

The collection is open through **September 14, 2016** for the submission of Section 23a claims, LEP Exits, and exit status updates for the Graduation Rate Appeals Window. This window is your last opportunity to submit students that graduated in the 2015-2016 school year, as well as corrections or updates, that will be used in the calculation of graduation and dropout rates. Ensure that you have reported all of your end-of-summer graduates if they were not reported in

the EOY General Collection. In order for students to be considered "on-time graduates," the "As Of Date" and "District Exit Date" for the student record must be on or before **August 31, 2016**. Data must be certified no later than **11:59 p.m. EDT on September 14, 2016**.

Please note: the 2015-2016 SRM Collection will not accept an 'As Of Date' after August 31, 2016. Do not submit new building/grade assignments or new students for the 2016-2017 school year in this collection. Ignoring this warning could result in the MSDS assigning the wrong graduation cohort year which could negatively impact your district's 2015-2016 graduation and dropout rates.

2016-2017 SRM Collection:
The collection will open mid-September 2016 and will close on June 30, 2017. The collection will re-open from July 19, 2017 (tentative) through September 13, 2017 (tentative) to submit changes for the Graduation Rate Appeals window only.

- **Fall 2016 Assessment Updates:**
  The "As Of Date" and certification deadlines will be communicated and posted to the CEPI MSDS Student Record Maintenance web page once the dates are established. Fall demographic updates will be used for Kindergarten Entry Assessment (KEA), Interim, and Early Literacy testing only.

- **Spring 2017 Assessment Updates:**
  The "As Of Date" and certification deadlines will be communicated and posted to the CEPI MSDS Student Record Maintenance web page once the dates are established.

- **Graduation Rate Appeals Window:**
  This window is your last opportunity to submit students that graduated in the 2016-2017 school year, as well as corrections or updates, that will be used in the calculation of graduation and dropout rates. Ensure that you have reported all of your end-of-summer graduates if they were not reported in the EOY General Collection. In order for students to be considered "on-time graduates," the "As Of Date" and "District Exit Date" for the student record must be on or before **August 31, 2017**. Data must be certified by September 13, 2017 (tentative).

Early Childhood Collections

The Early Childhood Collections are used to gather educational data for children, birth to school-age. CEPI uses these data for various state and federal reports, and the MDE Office of Great Start uses these data to ensure that entities are meeting specific program compliance requirements.

ISDs are the fiscal agents for all Great Start Readiness Programs (GSRPs). This means ISDs are responsible for ensuring GSRP data are reported in the MSDS; however, other entities may actually report the data in MSDS. When GSRP data are submitted, the applicable ISD must be reported as the fiscal agent.

It is extremely important that an ISD and district do not both report the same student in the same program (e.g., both should not report GSRP services for the same student) during the same time period. Districts and ISDs must work together to decide which entity will report student information in the Early Childhood Collections.

GSRP/Head Start blended programs should not be reported separately for students receiving these combined services. Student records are simply reported with program code "02" for the GSRP/Head Start Blend Program.

The Program Participation Component is included in the Early Childhood Collection, as there is a federal report that requires counts of immigrants aged 3 through 21 years. Only the immigrant value "9130" is allowed to be reported in the Program Participation Component in this collection.

Early childhood data are collected through three separate single-certification collections:

- **EC Fall Collection**
  - Reporting period: Start of your program through October 31, 2016
  - Collection window: September 23, 2016 through November 16, 2016
  - Certification deadline: November 16, 2016
- **EC Spring Collection**
  - Reporting period: November 1, 2016 through February 8, 2017
  - Collection window: November 17, 2016 through February 15, 2017
  - Certification deadline: February 15, 2017
- **End-of-Program Collection**
  - Reporting period: February 9, 2017 through August 9, 2017
  - Collection window: March 15, 2017 through August 16, 2017
  - Certification deadline: August 16, 2017

Please refer to the Early Childhood section of the CEPI website for additional information and communications about these collections.

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
Personal Demographics	3	Required	No	1
Early Childhood Programs	4	Required	Yes	Unbounded (1 per code)
Homeless Demographics	5	Conditional	No	1
Supplemental Nutrition Eligibility (SNE)	6	Optional	No	1
Title III ~~LEP~~EL and Immigrant	7	Optional	No	1
Program Participation Component	8	Optional	No	1

The schemas and a sample XML file are also available on the Early Childhood Collection subpage of the CEPI MSDS web page. The document "Fall 2016 Early Childhood Schema Summary," also located on the Early Childhood Collection subpage, contains information about the schema changes from the prior school year. A separate schema is required for each reporting period.

Whom Do We Report?

You should report any child who is receiving early childhood services through an agency or program funded by the state of Michigan. We encourage you to report all children, but you are only required to report children participating in the Great Start Readiness Program (GSRP), GSRP/Head Start Blend Program, and Sec. 32p Early Childhood Block Grant (ECBG). Do not report *Early On®* students in this collection.

NOTE: You must report preschool-aged children receiving FTE-based special education programming or services for FTE in the Fall and Spring General Collections. **If you fail to submit these students in the membership count (Fall and Spring General Collections), you will receive no foundation payments for them.**

You should submit one record for each student who received early childhood program services during the reporting period. For example, a student who received services during the fall reporting period and also received services during the spring reporting period would be included in both the Fall and Spring Early Childhood Collections.

If you collect special education FTE for any students you included in one of the Early Childhood Collections, you must also submit a record for those students in the applicable MSDS General Collection(s) to report the special education services and claim FTE. Data for *Early On* students are collected in the MSDS Fall, Spring and EOY General Collections. *Early On* data are not collected in any of the Early Childhood Collections.

When Do We Report?

Early childhood data are reported in three single certification collections, each for a specific reporting period. Each collection window opens soon after the previous window closes and remains open past the end of the reporting period to allow you time to enter, review and correct data. The deadline to certify each collection is 11:59 p.m. ET on the last day of the collection window.

- The **EC Fall 2016 Collection** window opens mid-September 2016. Submit data for children served in early childhood programs during the reporting period beginning with the start of your program year through October 31, 2016. These data must be submitted and certified by November 16, 2016.

- The **EC Spring 2017 Collection** window opens at the end of November (targeting November 17, 2016). Submit data for children served in early childhood programs during the reporting period beginning November 1, 2016 through February 8, 2017. These data must be submitted and certified by February 15, 2017.

- The **EC End-of-Program 2016 Collection** window opens in mid-March (targeting March 15, 2017). Submit data for children served in early childhood programs during the reporting period beginning February 9, 2017 through August 9, 2017. These data must be submitted and certified by August 16, 2017. A future program end date may be reported for children still receiving services on August 10 for programs ending later in August. Children leaving a program in September should be reported in the Fall Early Childhood Collection with the applicable exit data.

MDE has advised CEPI they will use the Early Childhood Spring Collection for official GSRP "counts" for grant allocation determinations. Thus, under-reporting students in this collection could result in a reduction of your GSRP grant funding. A GSRP student must have received services between November 1, 2016 and February 8, 2017 and be certified in the Early Childhood Spring Collection by the certification date to be included in MDE's official GSRP counts. A child who receives GSRP services from multiple entities within the same fiscal agency counts once for GSRP funding purposes. A child who receives GSRP services from multiple entities within different fiscal agencies counts once for GSRP funding purposes for each fiscal agency.

For each of the submission cycles, data may be reported for any child who received services at any time during the reporting period for one of the early childhood programs listed in the collection. Each collection must be certified on or before its certification date.

The following table gives an overview of the early childhood programs and corresponding reporting periods for each.

Program Type	R – Required O – Optional **Report Period**		
	Fall	**Spring**	**End-of-Program**
Great Start Readiness Program (GSRP)	**R**	**R**	**R**
GSRP/Head Start Blend	**R**	**R**	**R**
Head Start	O	O	O
Title I Preschool or Services	O	O	O
~~Child Care~~	~~O~~	~~O~~	~~O~~
Early Head Start	O	O	O
Sec. 32p, Early Childhood Block Grant	O	O	**R**
~~Tuition-Based Preschool~~	~~O~~	~~O~~	~~O~~
~~"Other"~~	~~O~~	~~O~~	~~O~~

Teacher Student Data Link Collection

For the past four years, TSDL has been collected annually from districts across the state for all students in compliance with state and federal requirements. While the benefits associated with gathering this data relative to all students in the state is very valuable in better understanding the delivery of academic programs throughout the public education system in Michigan, feedback has been provided to CEPI and MDE that the local burden of submitting and validating all students' information has proven challenging.

To that end, while the MDE reviews and develops plans necessary under the federal Every Student Succeeds Act (ESSA), the decision has been made to pause the TSDL collection for a subset of students in the state. Beginning with the 2015-16 school year, CEPI will gather a more limited population of students for the TSDL collection. Specifically, the focused areas for the TSDL collection beginning with the 2015-16 collection include:

- Migrant education participants
- Dual enrollment participants (including Early Middle College)
- Advanced and accelerated learning (AP/IB) participants
- Virtual/online learning participants

For students participating in one or more of these four categories, the student's entire TSDL record must still be provided.

Components

Name	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity	1	Required	No	1
Personal Core	2	Required	No	1
School Demographics	3	Required	No	1
Student Course	4	Required	Yes	Unbounded

The schema and a sample XML file are also available on the Teacher Student Data Link subpage of the CEPI MSDS web page. The documentation includes a schema summary that shows schema changes from the previous year's TSDL collection.

Additional training and support documentation for this collection are available on the Teacher Student Data Link subpage of the CEPI MSDS web page.

As course data for a given student may be submitted throughout the year in the Ongoing TSDL Collection, it is critical that each combination of the Local Course ID and Local Section ID identify a unique course. In this collection, only one record will be kept for each combination of student/district/building/course/section, and any subsequent submission will overwrite the preceding record. For full-year courses that have semester grades and no combined final grade, the Course Section ID should be used to differentiate between the semester courses to prevent the semester grades from being overwritten. If the Local Course ID alone does not uniquely identify the course, each semester should be reported as though it is a different course (and the

combination of the Local Course ID and the Course Section ID for each semester's course will be different).

For example, an identical Local Course ID and Course Section ID combination submitted in the Fall and then again in the Spring will cause the Fall submission to be overwritten and the data lost. Full-year courses where semester grades are combined into a final grade for a student's course should be reported as a single course.

If reporting a course with a final grade, it is important to not report the individual terms (i.e., semesters) with a Completion Status of AU (Audited). This will cause duplicate records to show up in the data. CEPI and MDE do not expect to see large numbers of courses marked as 'AU' so it is imperative that only those courses being taken for audit purposes be reported with this Completion Status.

Whom Do We Report?

Migrant Students

All migrant-eligible students in grades 9 through 12 are required to be reported. Migrant students' eligibility data will be imported from the Migrant Education Data System (MEDS) into MSDS on a nightly basis. Districts are required to submit all course information for these students *whether or not* they are receiving migrant services from the district, **no matter how long the students have been in the district after the start of the new school year**. It is expected that at least one teacher will be reported for each student.

The Migrant Student List Report, which identifies migrant-eligible students in your district, is available through the General Reports drop-down on the Home page of MSDS. This list includes students reported by your district in general and SRM collections who have been flagged as migrant.

Other migrant students not taking high school courses also need to have course data reported in TSDL as any other non-migrant student would be reported.

Dual Enrollment/Early Middle College Students

All courses for students participating in a dual enrollment and/or Early/Middle College program are required to be reported. Report post-secondary courses with code "07" (Dual Enrollment/Early Middle College) in the Course Type characteristic. Only the specific college course should be reported with the dual enrollment code.

Advanced and accelerated learning (AP/IB) participants

All courses for students participating in an advanced/accelerated learning program, such as Advanced Placement (AP) or International Baccalaureate (IB), are required to be reported. For the advanced courses, be sure to report the appropriate code in the Course Type characteristic.

Virtual/online learning participants

All courses for students participating in one or more virtual/online course are required to be reported. For the virtual/online courses, be sure to report the appropriate code in the Virtual Method characteristic.

All other students

Students that do not meet at least one of the above four criterion are not required to be reported in TSDL. However, if your local student information system does not have the capability to exclude these students, you may report them. The exception is Adult Education participants. The system will generate a field-level error when students are reported with Grade or Setting code "20" (adult education).

~~**Non-Migrant**~~
~~It is expected that most students who were enrolled in your district from the start of the current school year through the collection certification date will have at least one course reported. This includes all grade levels (kindergarten through twelfth) and ungraded special education settings (for students through age twenty-one). Courses that will appear on a student's academic record are expected to be reported, regardless of whether or not a course grade is reported in that academic record. You are not required to report students participating only in early childhood programs, students enrolled in adult education, home-schooled or nonpublic school students. Students who were not enrolled in your district for a period long enough for the course to be reported on the student's record are not required to be reported.~~

~~**Early Childhood Participants**~~
~~Children who are only participating in early childhood programs and are not enrolled in a K-12 education program are not required to be reported in the Ongoing TSDL Collection. However, the system will allow these students to be reported.~~

~~**Elementary Students**~~

~~All students who have been actively enrolled in your district from the start of the current school year are required to be reported with at least one course. This includes students in kindergarten and other elementary grade levels. These students may be reported with a single course representing a self-contained elementary grade classroom, or individual courses may be reported for each subject area in which the student is assessed. Your district can decide how to report students in elementary classrooms. Elementary level courses may be reported without course grades or credit earned.~~

~~**Middle School/Junior High School Students**~~

~~Students in grade levels typically associated with middle school or junior high school settings may be reported as taking courses at an elementary or secondary level. These students must have at least one course reported in the Ongoing TSDL Collection. The MDE has created guidelines for determining when to identify a course as elementary or secondary level. You may access these documents through the Teacher Student Data Link subpage of the CEPI website.~~

~~Secondary level courses must include course grade and credit information. *Migrant-eligible students in a junior high or middle school setting taking high school courses for credit are required to be reported within 10 days of the migrant-eligible student enrolling in the district and within 10 days of the migrant-eligible student exiting the district regardless of how long the student is in the district.*~~

~~High School Students~~

~~Secondary level courses are generally reported for students in high school (grades nine through twelve). These courses must be reported with the final grade and credit earned. Special Education students who are twenty-two years of age or older are not required to be reported in the Ongoing TSDL Collection. *Migrant-eligible students are required to be reported within 10 days of the migrant-eligible student enrolling in the district in the current school year and within 10 days of the migrant-eligible student exiting the district regardless of how long the student is in the district*.~~

~~Students with Active IEPs Participating in Special Education~~

~~Students who are receiving special education services or programming must be reported in the Ongoing TSDL Collection with the following exceptions:~~

- ~~Students who are age twenty-two or older as of the designated special education child count date.~~
- ~~Students who are only receiving early childhood services and are not participating in K-12 education.~~

~~NOTE: Students who are participating in a transitional program (reported with Grade or Setting code "14") are not exempt and must be reported with at least one course, unless they fall into one of the exempted groups.~~

~~*Migrant-eligible special education students are required to be reported the same as any other migrant eligible student*.~~

~~Homeschooled and Nonpublic School Students~~

~~Homeschooled and nonpublic migrant-eligible students taking high school courses are required to be reported in the Ongoing TSDL using the same parameters listed above.~~

~~Other homeschooled and nonpublic school students are not required to be reported in the Ongoing TSDL Collection as determined by the reported Student Residency code submitted in MSDS General or SRM Collections.~~

~~State-Approved Career and Technical Education (CTE) Programs~~

~~State-approved CTE course information already reported through CTEIS are not required to be reported in TSDL. CEPI will obtain these data from CTEIS. However, any courses taken by a student that are not state-approved CTE courses, or are state-approved CTE courses that are not reported in CTEIS, must be submitted in the TSDL Collection. Following is a reference guide for reporting CTE courses in TSDL.~~

~~CTE Students – For state-approved CTE programs reported in CTEIS the CTE student, teacher, and course information do not need to be reported in TSDL.~~

~~Migrant Eligible CTE Students – ALL migrant eligible CTE students must be reported in the ongoing TSDL within 10 days of enrolling or exiting a district. This is required for both state approved CTE courses as well as non-state approved CTE courses.~~

~~CTE Academic Teachers who are providing instruction as part of a CTE program may need to be submitted, along with their CTE students and courses, in the TSDL collection if they are not already being reported by the ISD or sending district.~~

~~**NOTE:** To accommodate local student information systems that cannot exclude CTE courses from their student records, you may report state-approved CTE courses with Subject Area Code "00" if the course is reported in CTEIS. This allows the record to be submitted without a teacher Personnel Identification Code (PIC).~~

~~CTE courses that are not reported in CTEIS must be reported in the Ongoing TSDL Collection with the appropriate Subject Area Code (not "00"), and a teacher PIC must be reported.~~

~~Exited or Transfer Students~~

~~All students who have been actively enrolled in your district from the start of the school year are required to be reported with at least one course. This includes students who exit from or transfer into your district.~~

~~*Migrant-eligible non-exempt students are required to be reported within 10 days of the migrant-eligible student enrolling in the district and within 10 days of the migrant-eligible student exiting the district regardless of how long the student is in the district.*~~

When Do We Report?

The 2016-2017 Ongoing TSDL Collection opens in mid-September 2016. Districts may submit student course information at any time during the year (e.g., when a student first enrolls, at the end of the term). However, all student course information must be submitted by Wednesday, July 26, 2017 (tentative).

Migrant-eligible students must have course information submitted in the Ongoing TSDL within 10 days of the migrant-eligible student enrolling in the district and within 10 days of the migrant-eligible student exiting the district regardless of how long the student is in the district.

Component and Characteristic Details

The following pages contain information about each MSDS component and specific information about the component and characteristic business rules. For additional information about data types and other technical definitions and requirements, please refer to the business rule spreadsheets found on the 2016-2017 Collection Component Matrix located on the CEPI MSDS web page.

RETIRED Adult Education Component

Beginning in the 2016-2017 school year, the funding model for Adult Education is now 100% grant funded and not based on pupil FTE counts. As a result, the Adult Education Component and corresponding characteristics have been retired and are no longer being collected.

~~Report data in the Adult Education Component related to a specific adult education program in which a student participates. Submit one Adult Education Component for each distinct program. Report a participant in a maximum of three programs per adult education count period. Do not report the student with more than a total of 1.00 FTE per count period, regardless of how many programs (one, two or three) you have reported.~~

Characteristic Table

~~Name~~	~~Data Type~~	~~Sequence~~	~~System Expectation~~	~~Multi-valued~~	~~Max Occurrences~~
~~Adult Ed Funding~~	~~Value List~~	~~1~~	~~Required~~	~~No~~	~~1~~
~~Adult Ed Count Period~~	~~Value List~~	~~2~~	~~Required~~	~~No~~	~~1~~
~~Adult FTE~~	~~Decimal~~	~~3~~	~~Required~~	~~No~~	~~1~~
~~Adult FTE Program Code~~	~~Value List~~	~~4~~	~~Required~~	~~No~~	~~1~~
~~Diploma Status~~	~~Value List~~	~~5~~	~~Required~~	~~No~~	~~1~~
~~Eligibility Exception~~	~~Value List~~	~~6~~	~~Optional~~	~~No~~	~~1~~

Component Validation Rules

~~These rules apply to the Adult Education Component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail portion of this section.~~

~~Grade or Setting Dependency~~

~~When you are reporting a student record that contains the Adult Education Component, the Grade or Setting characteristic in the School Demographics Component of the record must contain Grade or Setting code "20." Submitting any other code in this characteristic when the Adult Education Component is included in the record will result in an error. Likewise, when you submit a record with code "20" in Grade or Setting you must also include at least one Adult Education Component.~~

~~Maximum Occurrence~~

~~For each adult education count period (July, September, February and/or April), you may submit a maximum of three occurrences of the Adult Education Component. The system will generate a record-level error if you submit more than three components for any one adult education count period.~~

~~Funding Source~~

~~When a student record includes more than one component for an adult education count period, all components must contain the same funding source code in the Adult Ed Funding characteristic. The system will generate a record-level error if the reported components contain different values in the Adult Ed Funding characteristic for the same adult education count period.~~

~~Total FTE~~

~~Do not exceed more than 1.00 in total submitted FTE for an adult education participant reported in any one adult education count period. You may report this all in one program or distribute it among up to three programs per adult education count period. If the total FTE submitted in multiple Adult Education Components for a single adult education count period is greater than 1.00, the system will generate a record-level error.~~

~~Diploma Status~~

~~Student records that include more than one component for an adult education count period must contain the same diploma status code in the Diploma Status characteristic in each component. The system will generate a record-level error if components reported for the same adult education count period contain different values in the Diploma Status characteristic.~~

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

RETIRED Adult Ed Funding

Beginning in the 2016-2017 school year, the funding model for Adult Education is now 100% grant funded and not based on pupil FTE counts. As a result, the Adult Education Component and corresponding characteristics have been retired and are no longer being collected.

~~Characteristic System Name~~

~~AdultEdFunding~~

~~Definition~~

~~This characteristic contains the funding source or sources through which the adult education program is provided.~~

~~Use~~

~~These data are used for compensation to the education/service provider.~~

~~Citation~~

~~School Aid Act, MCL 388.1707~~

~~Specification~~

~~List of values (Choose from list).~~

~~Code~~	~~Text~~	~~Description~~
~~1~~	~~State Funded Only~~	~~Participant is eligible for State funded adult education programs only.~~
~~2~~	~~Both State and Federal Funded~~	~~Participant is eligible for both State and Federal funded adult education programs.~~

~~Instructions~~

- ~~Choose/enter the code that represents the funding source used for the adult education program and reporting period represented in this component.~~
- ~~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.~~
- ~~You are required to report this characteristic when you report the Adult Education Component. You may not report blanks.~~
- ~~You must report the same funding source throughout any one reporting period.~~

  ~~For example:~~

  ~~You report an adult education participant for three separate programs for the September reporting period. The student record includes three separate Adult Education components, one for each of the reported programs. The funding source given in the Adult Ed Count Period characteristic in each component must be consistent. So if you report the participant with funding source code 1 (state-funded) in one component for the SEP count period, then you must list code 1 in the Adult Ed Funding characteristic for all three components.~~

~~State Of Michigan Contact~~

~~Workforce Development Agency~~

~~Bureau of Education and Career Success~~
~~Office of Adult Education~~
~~Sandy Thelen, State Funds Coordinator~~
~~517-373-3395~~
~~thelens@michigan.gov~~

~~Characteristic Tip~~

~~*When you report more than one Adult Education Component for the count period for the participant, you must report the same funding source reported in each component.*~~

RETIRED Adult Ed Count Period

Beginning in the 2016-2017 school year, the funding model for Adult Education is now 100% grant funded and not based on pupil FTE counts. As a result, the Adult Education Component and corresponding characteristics have been retired and are no longer being collected.

~~Characteristic System Name~~

~~AdultEDCountPeriod~~

~~Definition~~

~~The adult education reporting period during which the student participated in the program.~~

~~Use~~

~~These data are used for tracking and for compensation to the education/service provider.~~

~~Citation~~

~~School Aid Act, MCL 388.1707~~

~~Specification~~

~~List of values (Choose from list).~~

~~Code~~	~~Text~~	~~Description~~
~~JUL~~	~~July~~	~~The adult education summer count period.~~
~~SEP~~	~~September~~	~~The adult education fall count period.~~
~~FEB~~	~~February~~	~~The adult education winter count period.~~
~~APR~~	~~April~~	~~The adult education spring count period.~~

~~Instructions~~

- ~~Choose/enter the appropriate code for which the participant is being reported.~~
- ~~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.~~
- ~~You are required to report this characteristic when you report the Adult Education Component.~~
- ~~You may submit up to three Adult Education components with the same Adult Ed Count Period code.~~
- ~~You may not submit "JUL", "SEP" or "APR" in the Spring General Collection; otherwise a record level error will occur.~~
- ~~You may not submit "FEB" or "APR" in the Fall General Collection; otherwise a record level error will occur.~~
- ~~You may not submit "JUL", "SEP" or "FEB" in the EOY General Collection; otherwise a record level error will occur.~~

~~State Of Michigan Contact~~

~~**Workforce Development Agency**~~

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~~517-373-3395~~
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RETIRED Adult FTE

Beginning in the 2016-2017 school year, the funding model for Adult Education is now 100% grant funded and not based on pupil FTE counts. As a result, the Adult Education Component and corresponding characteristics have been retired and are no longer being collected.

~~Characteristic System Name~~

~~AdultFTE~~

~~Definition~~

~~The full-time equivalency (FTE) that the participant spends in the adult education program reported. (Refer to Section 107 of the current State School Aid Act, the Workforce Development Agency's Adult Education Participant Accounting Manual and the Michigan Department of Education's Pupil Accounting Manual for FTE instructions.)~~

~~Use~~

~~These data are used for tracking and for compensation to the education/service provider.~~

~~Citation~~

~~School Aid Act, MCL 388.1707~~

~~Specification~~

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

- ~~Minimum value: 0.00~~
- ~~Maximum value: 1.00~~

~~Instructions~~

- ~~Enter the total FTE for which the participant is eligible for this reporting period and adult education program. FTE total cannot be greater than 1.00.~~
- ~~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). Do not enter negative values.~~
- ~~If you enter anything other than a decimal number, the system will generate a file-level error and will reject the file upon upload.~~
- ~~You may use either tenths or hundredths, as long as your district is consistent in the use of either one.~~
- ~~The reported value in this characteristic must equal zero (0.00) in the following conditions, otherwise a record-level error will occur:~~
  - ~~If the Adult Ed Count Period characteristic is reported with code "JUL" and the participant's **District Exit Date** is on or before the July Adult Ed count day (fourth Wednesday in July)~~
  - ~~If the Adult Ed Count Period characteristic is reported with code "JUL" and the participant's **Enrollment Date** is after the July Adult Ed count day (fourth Wednesday in July)~~

- ~~If the Adult Ed Count Period characteristic is reported with code "SEP" and the participant's **District Exit Date** is on or before the Fall pupil membership count day (first Wednesday in October).~~
- ~~If the Adult Ed Count Period characteristic is reported with code "SEP" and the participant's **Enrollment Date** is after the Fall pupil membership count day (first Wednesday in October).~~
- ~~If the Adult Ed Count Period characteristic is reported with code "FEB" and the participant's **District Exit Date** is on or before the Spring pupil membership count day (second Wednesday in February)~~
- ~~If the Adult Ed Count Period characteristic is reported with code "FEB" and the participant's **Enrollment Date** is after the Spring pupil membership count day (second Wednesday in February)~~
- ~~If the Adult Ed Count Period characteristic is reported with code "APR" and the participant's **District Exit Date** is on or before the April Adult Ed count day (fourth Wednesday in April)~~
- ~~If the Adult Ed Count Period characteristic is reported with code "APR" and the participant's **Enrollment Date** is after the April Adult Ed count day (fourth Wednesday in April)~~

- ~~You are required to report this characteristic when you report the Adult Education Component.~~

~~State Of Michigan Contact~~

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~~517-373-3395~~
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~~Characteristic Tip~~

~~For any one Adult Ed Count Period, you may proportionally report a total of 1.00 FTE under a maximum of three programs. You must report each program in a separate Adult Education Component.~~

RETIRED Adult FTE Program Code

Beginning in the 2016-2017 school year, the funding model for Adult Education is now 100% grant funded and not based on pupil FTE counts. As a result, the Adult Education Component and corresponding characteristics have been retired and are no longer being collected.

~~Characteristic System Name~~

~~AdultFTEProgramCode~~

~~Definition~~

~~The adult education program in which the student participates.~~

~~Use~~

~~These data are used for tracking and for compensation to the education/service provider.~~

~~Citation~~

~~School Aid Act, MCL 388.1707~~

~~Specification~~

~~List of values (Choose from list).~~

~~Code~~	~~Text~~	~~Description~~
~~3311~~	~~Adult Basic Education (ABE)~~	~~The participant must be 20 years of age or older by September 1. However, participants who are at least 16 years of age as of September 1 that have been permanently expelled under School Code Act 380.1311 or 380.1311A are also eligible. Participants must not hold a high school diploma or general education development certificate.~~ ~~The participant is determined, by appropriate assessment, to be below ninth-grade level in reading, mathematics, or both. Participants must be tested for eligibility before enrollment and upon completion of the program in compliance with the state-approved assessment policy.~~ ~~Such a participant may be counted until the participant is at or above ninth-grade level in reading and mathematics, or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction.~~

~~Code~~	~~Text~~	~~Description~~
~~3312~~	~~English as a Second Language (ESL)~~	~~Participants age 16 years and older are eligible under certain conditions (see "program-specific business rules" section).~~ ~~The participant is determined, by appropriate assessment, to lack basic English proficiency. Participants must be tested for eligibility before enrollment and upon completion of the program in compliance with the state-approved assessment policy.~~ ~~Such a participant may be counted until the individual tests as having basic English proficiency or until the individual fails to show progress on two successive assessments after having completed 450 hours of instruction.~~
~~3313~~	~~General Education Development Preparation (GED)~~	~~The participant must be 20 years of age or older by September 1. However, participants who are at least 16 years of age as of September 1 that have been permanently expelled under School Code Act 380.1311 or 380.1311A are also eligible. Participants must not hold a high school diploma or a GED certificate.~~ ~~A WDA Office of Adult Education approved pre-test must be administered before enrollment to determine potential for success on the GED test. An approved post-test must also be administered upon completion of the program in compliance with the state-approved assessment policy.~~ ~~Such a participant may be counted until the individual passes the general education development exam or until the individual fails to show progress in two successive tests used to determine readiness to take the GED exam after having completed 450 hours of instruction.~~
~~3314~~	~~High School Completion (HSC)~~	~~The participant must not already hold a high school diploma. Participants with a GED are eligible. Participants who are at least 16 years of age as of September 1 without a GED that have been permanently expelled under School Code Act 380.1311 or 380.1311A are also eligible.~~ ~~Such a participant may be counted until s/he earns a high school diploma or until the participant fails to earn credit for two successive semesters or terms in which the participant is enrolled after having completed 900 hours of instruction.~~

~~Code~~	~~Text~~	~~Description~~
~~3315~~	~~Job or Employment Training~~	~~The participant must be less than 20 years of age on September 1, must hold a high school diploma or GED certificate, must be referred by his/her employer or by a Michigan Workforce Agency and must not be attending an institute of higher education.~~ ~~The participant must be in need of remedial mathematics and/or communication art skills.~~ ~~Such a participant may be counted until the participant achieves the requisite skills as determined by an approved assessment or until the participant fails to show progress on two successive assessments after having completed 450 hours of instruction.~~

~~Instructions~~

- ~~Choose/enter the code that represents the adult education program being reported.~~
- ~~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.~~
- ~~You are required to report this characteristic when you report the Adult Education Component.~~

~~Program specific Business Rules~~

- **~~3311: Adult Basic Education (ABE)~~** ~~– The participant must be 20 years of age or older as of Sept. 1 of the current school year unless the Eligibility Exception characteristic is reported with "Permanently Expelled". Participants 20 years of age or older as of September 1 of the current school year have no graduation, diploma or GED status restrictions.~~
- **~~3312: English as a Second Language (ESL)~~** ~~– Participants less than 20 years of age as of September 1 of the current school year must meet one of the following criteria:~~
  - ~~Have a current Cohort status of "Graduated" or "GED Completer." A warning will be generated if the student does not have one of these Cohort statuses. The participant must be reported with code 1 or 2 in the Diploma Status characteristic (must hold a diploma or GED).~~
  - ~~Be reported with "Permanently Expelled" in the Eligibility Exception characteristic.~~

  ~~Participants 20 years of age or older as of September 1 of the current school year have no graduation, diploma or GED status restrictions.~~
- **~~3313: General Education Development Preparation (GED)~~** ~~– The participant must be 20 years of age or older as of Sept. 1 of the current school year unless the Eligibility Exception characteristic is reported with "Permanently Expelled". An error will be generated if the participant has a current cohort status of "Graduated" or "GED~~

~~Completer". The participant must not be reported with code 1 or 2 in the Diploma Status characteristic (must not hold a diploma or GED).~~

- ~~**3314: High School Completion (HSC)** – Participants less than 20 years of age as of September 1 of the current school year must meet one of the following criteria:~~
  - ~~Have a current Cohort status of "GED Completer."" A warning will be generated if the student does not currently have this Cohort status. The student must have completed a GED and must be reported with code 1 in the Diploma Status characteristic (must hold a GED, must not hold a diploma).~~
  - ~~Be reported with "Permanently Expelled" in the Eligibility Exception characteristic.~~

  ~~Participants who are at least 20 years of age as of September 1 of the current school year must not have a current Cohort status of "Graduated." An error will be generated if the student currently has this Cohort status. The participant may or may not have completed a GED but must not hold a diploma (must not be reported with Diploma Status code 2).~~

- ~~**3315: Job or Employment Training** – The participant must be less than 20 years of age as of September 1 of the current school year and must have graduated with a high school diploma or completed a GED (Diploma Status code must be 1 or 2). A warning will occur if the participant does not have a Cohort status of "Graduated" or "GED Completer."~~

~~State Of Michigan Contact~~

~~Workforce Development Agency~~
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~~thelens@michigan.gov~~

~~Characteristic Tip~~

~~You may report adult education participants with a maximum of three separate programs per Adult Ed Count Period. You must report each program in a separate Adult Education Component.~~

RETIRED Diploma Status

Beginning in the 2016-2017 school year, the funding model for Adult Education is now 100% grant funded and not based on pupil FTE counts. As a result, the Adult Education Component and corresponding characteristics have been retired and are no longer being collected.

~~Characteristic System Name~~

~~DiplomaStatus~~

~~Definition~~

~~The current educational status of the adult education participant. Indicate if the participant has graduated from the K-12 school system with a high school diploma or has completed a GED.~~

~~Use~~

~~Used in the determination of eligibility for adult education programs.~~

~~Citation~~

~~School Aid Act, MCL 388.1707~~

~~Specification~~

~~List of values (Choose from list).~~

~~Code~~	~~Text~~	~~Description~~
~~1~~	~~GED~~	~~Participant has received a General Educational Development certificate.~~
~~2~~	~~Diploma~~	~~Participant has received a High School Diploma.~~
~~3~~	~~No GED or Diploma~~	~~Participant has received neither a General Education Development certificate nor a High School Diploma.~~

~~Instructions~~

- ~~Choose/enter the code which best represents the participant's current educational status.~~
- ~~If you enter anything other than one of the codes listed, the system will generate a file-level error and the file will be rejected upon upload.~~
- ~~You must report the same code in Diploma Status in each Adult Education Component submitted for any one Adult Ed Count Period.~~
- ~~You are required to report this characteristic when you report the Adult Education Component.~~

~~State Of Michigan Contact~~

~~**Workforce Development Agency**~~
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RETIRED Eligibility Exception

Beginning in the 2016-2017 school year, the funding model for Adult Education is now 100% grant funded and not based on pupil FTE counts. As a result, the Adult Education Component and corresponding characteristics have been retired and are no longer being collected.

~~Characteristic System Name~~

~~EligibilityException~~

~~Definition~~

~~Participants under 20 years of age may be eligible for certain adult education programs if additional criteria are met in order to be eligible for a program. This characteristic is used to track eligibility for participants who are either enrolled in the Michigan Career and Technical Institute (MCTI) or are Permanently Expelled under 380.1311 or 380.1311A of the revised school code.~~

~~Use~~

~~Used in the determination of eligibility for adult education programs.~~

~~Citation~~

~~Section 107(2) of the School Aid Act, MCL 388.1707~~

~~Specification~~

~~List of values (Choose from list).~~

~~Code~~	~~Text~~	~~Description~~
~~3316~~	~~MCTI~~	~~The participant is less than 20 years of age as of September 1, is enrolled in the Michigan Career and Technical Institute (MCTI) and must hold a high school diploma or GED certificate.~~
~~3317~~	~~Permanently Expelled~~	~~Effective July 25, 2002, under Public Act 521, a school district may enroll 16- to 19-year-olds in the adult education program, and count them as participants, if the district can show that these individuals were permanently expelled under the State Mandated Expulsion (Revised School Code 380.1311 or 380.1311a) and there is no alternative education program available to these individuals. Each individual must be at least 16 years of age but less than 20 on September 1 of the current school year. The individual must not hold a GED certificate or a high school diploma.~~

~~Instructions~~

- ~~Choose/enter the code which best represents the participant's current educational status.~~
- ~~If you enter anything other than one of the codes listed, the system will generate a file-level error and the file will be rejected upon upload.~~

- ~~When this characteristic is reported, the participant must be less than 20 years of age as of September 1 of the current school year.~~

- ~~When this characteristic is reported with "MCTI", the following conditions apply:~~
  - ~~The Operating District must be "08010" (Delton-Kellogg School District).~~
  - ~~The participant must be reported with code 3312 (ESL) or 3314 (High School Completion) in the Adult FTE Program Code characteristic.~~
- ~~When this characteristic is reported with "Permanently Expelled", the following conditions apply:~~
  - ~~The participant must be reported with code "3" in the Diploma Status characteristic (must not hold a diploma or GED).~~
  - ~~The participant must be reported with code 3311 (ABE), 3312 (ESL), 3313 (GED) or 3314 (High School Completion) in the Adult FTE Program Code characteristic.~~

~~State Of Michigan Contact~~

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Assessment Component

(Formerly known as BAA Assessment Component)

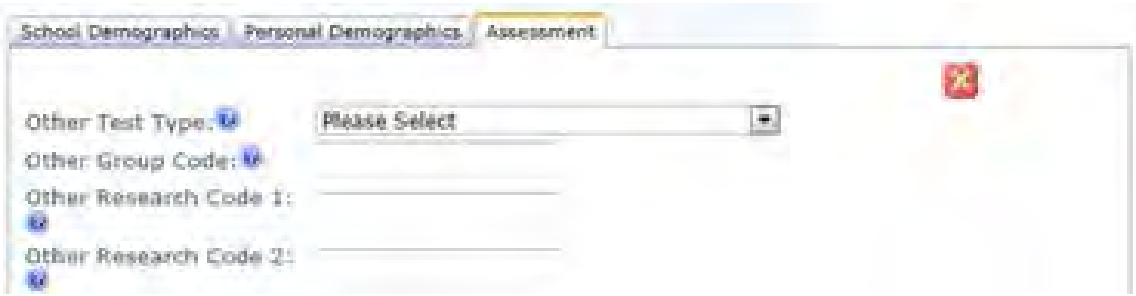
The BAA Assessment Component was renamed to provide consistency for future assessment reporting needs. NOTE: only the common name of this component has been changed. The system name and XML tags remain "OEAA Assessment" so that your vendors will not need to make changes.

The Assessment Component has been made available in the Early Roster Collection to allow district users to pre-identify students for Michigan assessment examinations. For additional information about assessments and pre-identification requirements, please refer to the MDE Division of Accountability Services (DAS) website.

DAS will be offering a new Early Literacy and Mathematics assessment for grades 1 and 2 in the fall and kindergarten, 1 and 2 in the spring, therefore a new Other Test Type has been added. Only the fall administration of the assessment for grades 1 and 2 can be submitted on the Early Roster for pre-identification purposes. DAS will NOT be using the Early Roster for the spring assessment. DAS will not be offering the KEA or additional Interim assessments in the fall, but could possibly continue in future years. Therefore, we are not removing the KEA or Interim Test Types at this time.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Other Test Type	List of Values	25	~~Optional~~ Required	No	1
Other Group Code	Text	26	~~Conditional~~ Optional	No	1
Other Research Code 1	Numeric	27	~~Conditional~~ Optional	No	1
Other Research Code 2	Numeric	28	~~Conditional~~ Optional	No	1



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

When Is This Component Required?

The Assessment Component is optional in the Early Roster Collection and is not allowed in any other collection.

NOTE: *Although the Early Roster Collection is not a certified collection, you must resolve all UICs and correct all record errors. Records with errors or that require UIC resolution will not be used for pre-identification or other reporting purposes. Only those records that contain the Assessment Component and race/ethnicity data are used by DAS for pre-identification.*

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Other Test Type

Characteristic System Name

OtherTestType

Definition

The type of test the student will be taking.

Use

The Division of Accountability Services uses these data to create test booklets or labels containing a barcode. In order for a student's answer document to be scored, the answer document must contain the correct student barcode label. All answer documents are required to have a student barcode label.

Citation

None

Specification

List of values (choose from list)

Code	Text	Description
08	Kindergarten Entry Assessment (KEA)	An authentic observational system for assessing children in the first 45 days of kindergarten. Not being used in Fall 2016 but may continue in future years.
09	Interim	An optional online program for pre/post assessments. May serve as one growth measure included in the district models for Educator Evaluations. Not being used in Fall 2016 but may continue in future years.
10	Early Literacy and Mathematics	Applies to grades 1 and 2 for the fall administration only. Early Roster will not be used for spring administration of kindergarten, and grades 1 and 2.

Instructions

- Choose/enter the code that represents the assessment test type the student will take in this academic area.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- The Kindergarten Entry Assessment test is only applicable to students in grade "00". An error will occur if you report a Kindergarten Entry Assessment test type for a grade other than "00".
- The Interim test is only applicable to students in grades "00" - "12". An error will occur if you report an Interim test type for a grade other than "00" - "12".
- The Early Literacy test is only applicable to students in grade "01" and "02". An error will occur if you report a Kindergarten Entry Assessment test type for a grade other than "01" or "02".
- This component is required when the Assessment Component is submitted.

State Of Michigan Contact

Michigan Department of Education
Division of Accountability Services
877-560-8378 or 517-373-8393
baa@michigan.gov

Other Group Code

Characteristic System Name

OtherGroupCode

Definition

(Optional field) School-assigned code used for grouping students for the purpose of administration and reporting of the selected test type.

Use

If a Group Code is assigned by the posted deadline, administration and reporting for the test type selected will be grouped by the "Other Group Code" provided. CEPI and MDE do not use this data for any other purpose.

Citation

None

Specification

Free-text form; accepts both alpha and numeric characters

- Maximum length: 4

Instructions

- This characteristic may not be submitted if Other Test Type does not contain a value.
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

State Of Michigan Contact

Michigan Department of Education
Division of Accountability Services
877-560-8378 or 517-373-8393
baa@michigan.gov

Other Research Code 1

Characteristic System Name

OtherResearchCode1

Definition

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

Use

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

Citation

None

Specification

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

Instructions

- This characteristic may not be submitted if Other Test Type does not contain a value.
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

State Of Michigan Contact

Michigan Department of Education
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baa@michigan.gov

Other Research Code 2

Characteristic System Name

OtherResearchCode2

Definition

(Optional field) If desired, districts can determine how to use this field for use in researching or tracking student assessment information.

Use

If submitted, these data are returned to the district attached to the student's assessment information. CEPI and MDE do not use these data.

Citation

None

Specification

Numeric

- Minimum value: 01
- Maximum value: 10
- Minimum length: 2
- Maximum length: 2

Instructions

- This characteristic may not be submitted if Other Test Type does not contain a value.
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

State Of Michigan Contact

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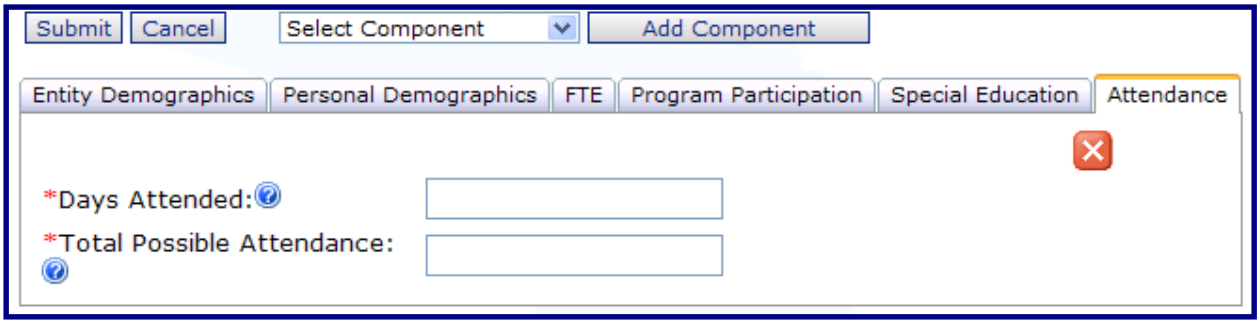
Attendance Component

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	Max Occurrences
Days Attended	Whole Number	1	Required	No	1
Total Possible Attendence*	Whole Number	2	Required	No	1

* The spelling error identified in the schemas will not be corrected. The characteristic labels in the user interface have been corrected. We are continuing to evaluate options and will keep you informed if we find an acceptable solution. Please keep in mind that XML requires using the exact name specified.



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

<u>What Counts as Attendance?</u>

Count attendance for any part of the school day as a day in attendance. Report participation in half-day kindergarten, special education for preprimary-aged students (3-5 years of age), or any other pupil program as a day in attendance.

<u>Fall, Spring, and SRM Collections</u>

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 (EOY) 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 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, then report the attendance data appropriately depending on the type of education services the student is receiving.

  - If the student is enrolled in an alternative program, then Total Possible Attendance would include the days that the program is in session, and the Days Attended would be the days the student was physically present at the program.

  - If the student is in an off-site program (e.g., home based, community, seat-time waiver), the Total Possible Attendance would include the days scheduled for the instructor to meet with the student, and the Days Attended would include the number of those scheduled days that they actually met.

- **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.

  For example, a homebound student is scheduled to meet with an instructor to receive services twice a week for four weeks (eight scheduled days). The student did not participate in the services for two of those scheduled days. The eight scheduled days would be added to Total Possible Attendance, and the six days that the student actually participated would be added to 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 that you would consider attendance in either building as a day in attendance.) You may report attendance data for a student simultaneously attending two or more buildings within a

district by using the method above (if there is only one record submitted for the student), or by submitting 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 in two different districts, then the Total Possible Attendance for each district would equal the expected/required days for each district only.

- **Students who enroll after the start of the school year**

When a student enrolls after the first day of the school year, do not count the days preceding the enrollment date as absences or include them in Total Possible Attendance.

- **Students who exit between school years**

You must exit students you reported at the end of the previous school year as continuing (District Exit Status = "19") who do not return for the new school year. You can accomplish this in either the Student Record Maintenance Collection or the Fall General Collection. When you are reporting a student with a District Exit Date of September 1 of the current school year or earlier, you are not required to report the Attendance Component. The student's attendance for the previous school year has already been recorded and s/he has no attendance for the current school year.

If you report the student with a District Exit Date after September 1 of the current school year, you must include the Attendance Component in the student record. If your local student information system will not allow you to exit students with a date on or prior to the beginning of the school year, you may submit '0' for Days Attended and Total Possible. MSDS will only allow this exception when the exit date is between September 1 and the Fall count date.

- **Students taking 100% virtual courses**

For Total Possible Attendance, report the number of scheduled check-ins between the student and his/her mentor teacher. For Days Attended, report the number of those check-ins that the student actually 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).

For example, if school has been in session for seven weeks and two check-ins per week are scheduled, the Total Possible Attendance would be 14. If the student does not show up or respond to the teacher on four of those check-in appointments, the Days Attended would be 10.

- **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 any part of the day as a day in attendance. For example, if a student is in attendance

for any part of his/her 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 is absent from his/her brick-and-mortar courses, but makes at least one scheduled check-in appointment for a virtual course during the day, it can be counted as a day in attendance.

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.
- **Non-public 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.
- **Juvenile detention student –** The student is reported with either code "09" (Section 24 juvenile detention facility) or "12" [Section 6(4)(d) non-special education juvenile detention] 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 with an emotional impairment receiving special education programs/services served by a Department of ~~Community Health (DCH)~~ Health and Human Services (DHHS) facility** – The student is reported with code "13" (Students with emotional impairments who are served by a DCH facility) 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.

Accountability Scorecard Implications

The MDE Office of Evaluation, Strategic Research, and Accountability (OESRA) uses attendance data as part of accountability scorecard determinations for schools who do not have at least 30 students in either their 4, 5, or 6 year graduation cohorts. For more information on how these data impact your accountability scorecard, please refer to the "Guide to Reading the Michigan School Accountability Scorecard" document at http://mi.gov/mde/0,4615,7-140-22709_59490---,00.html.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Days Attended

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 Accountability Scorecard results.

Citation

Revised School Code, MCL 380.1279, 380.1280, 380.1561; NCLB, 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.
- If you enter anything other than a whole number between 0 and 365, the system will generate a file-level error and the file will be rejected upon upload.
- You are required to submit this characteristic when you report the Attendance Component.
- When you submit this characteristic, you must submit a value less than or equal to the number submitted in the Total Possible Attendance characteristic.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

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.*

Total Possible Attendance

Characteristic System Name

TotalPossibleAttendence
(*We will not be correcting the spelling error identified in the schemas for the current school year. We have corrected the characteristic labels in the user interface. We are continuing to evaluate options and will keep you informed if we find an acceptable solution. Please keep in mind that XML requires using the exact name specified.*)

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.)

Days where educational services are not available to students, such as weekends, holidays, or other scheduled days off, should not be used in your district's calculation of possible attendance. For students in virtual or other non-traditional settings, Total Possible Attendance should reflect the number of scheduled check-ins between the student and his/her mentor teacher.

Use

These data are used in part for determination of Accountability Scorecard results.

Citation

Revised School Code, MCL380.1279, 380.1280, 380.1561; NCLB, 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.
- If you enter anything other than a whole number, 0 through 365, the system will generate a file-level error and the file will be rejected upon upload.
- You are required to submit this characteristic when you report the Attendance Component.

- When you submit this characteristic:
  - 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 between the student's Enrollment Date (or July 1, whichever is later) and the following dates:
    - Fall and Spring General Collections: count date or district exit date, whichever comes first
    - SRM Collection: As of date characteristic in the SRM Component
    - EOY General Collection: June 30 or district exit date, whichever comes first.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.*

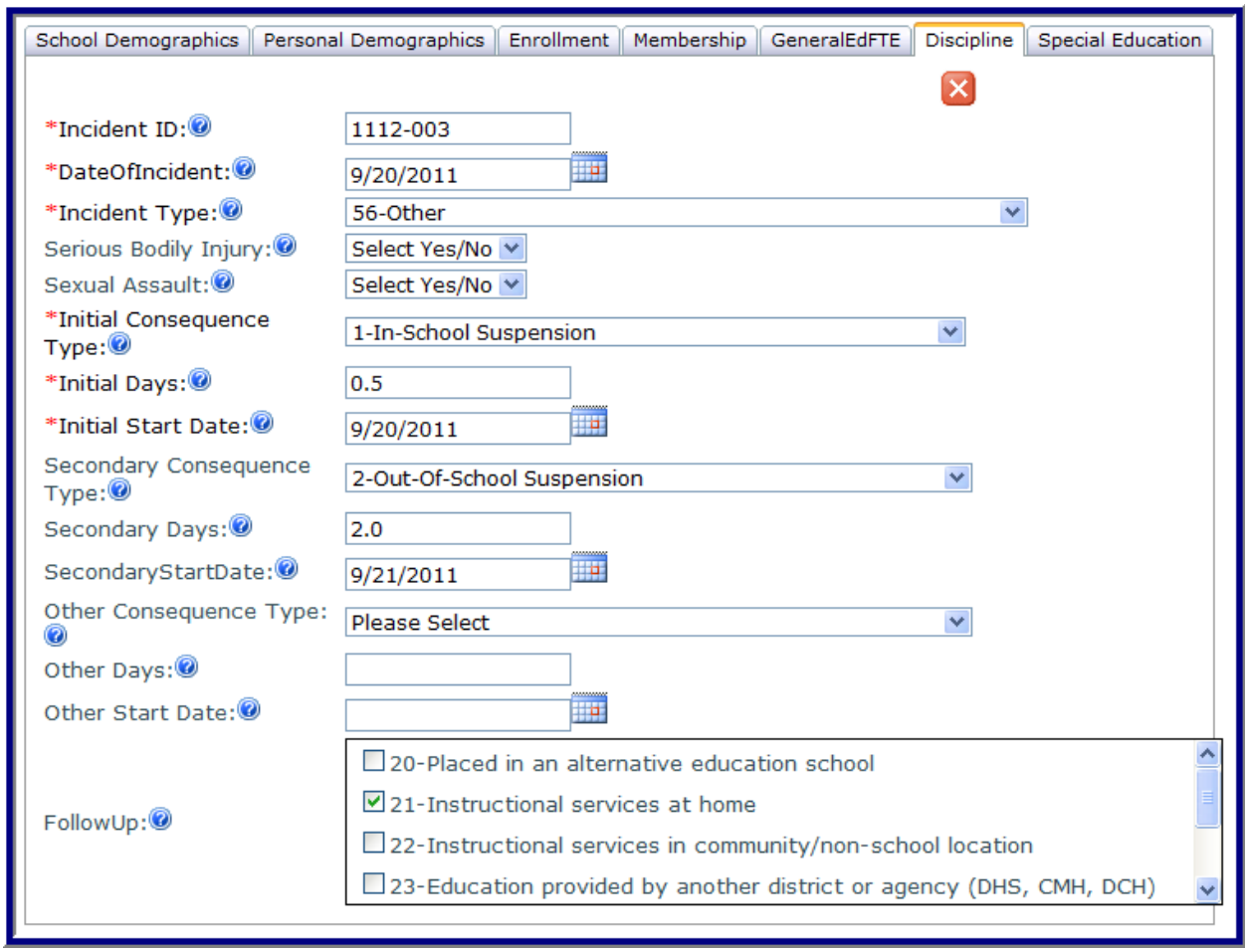
Discipline Component

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 incidents resulting in the student's removal from his/her 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.

Characteristic Table

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

*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 one occurrence of each code on the value list.



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

<u>What Incidents Are Reported?</u>

Incidents resulting in an expulsion are required to be submitted for all students (general education and special education). In addition, for any student with an active IEP, report all incidents resulting in the student's removal from his/her usual education setting for one half of the school day or longer. The following outline identifies the reporting requirements for specific disciplinary actions.

- For a student **without** an active IEP at the time of the incident:
  - **Expulsions** are **required** to be reported.
  - **In-school suspensions** are **not required**, but may be reported (optional).
  - **Out-of-school suspensions** are **not required**, but may be reported (optional).

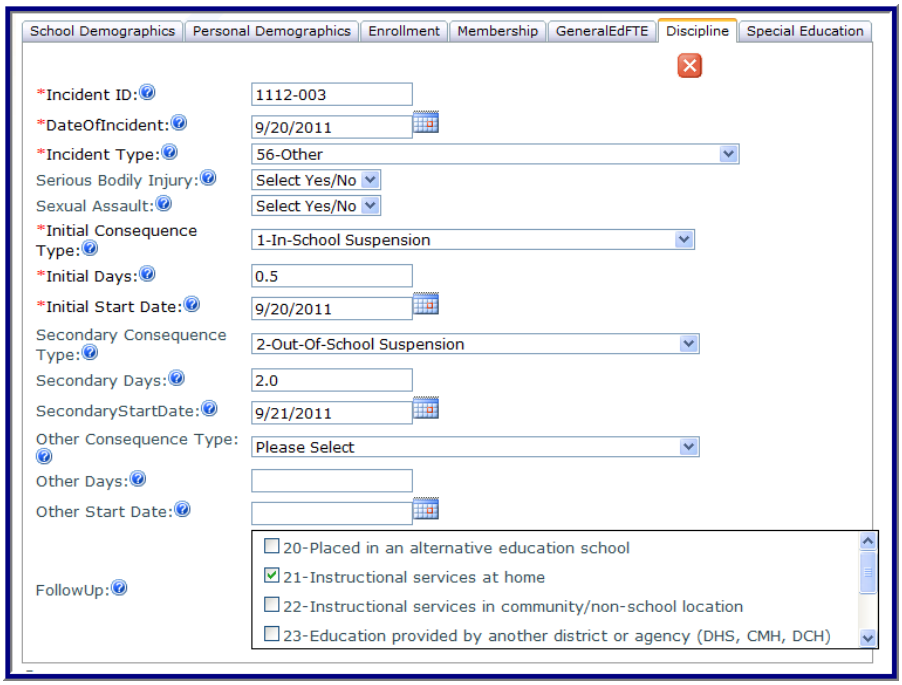
- **Disciplinary Action types "3" or "4"** (Removal By Hearing Officer and Unilateral Removal) **may not be reported**.

- For a student **with an active IEP** at the time of the incident:
  - **Expulsions** are **required** to be reported.
  - **In-school suspensions** of one-half school day or longer are **required** to be reported.
  - **Out-of-school suspensions** of one-half school day or longer are **required** to be reported.
  - **Removals by Hearing Officer** (code "3") are **required** to be reported.
  - **Unilateral Removals to an Interim Alternative Educational Setting** (Code "4") for Weapons, Drugs or Serious Bodily Injuries are **required** to be reported. Do not report Unilateral Removals to an Interim Alternative Educational Setting for any other offenses.

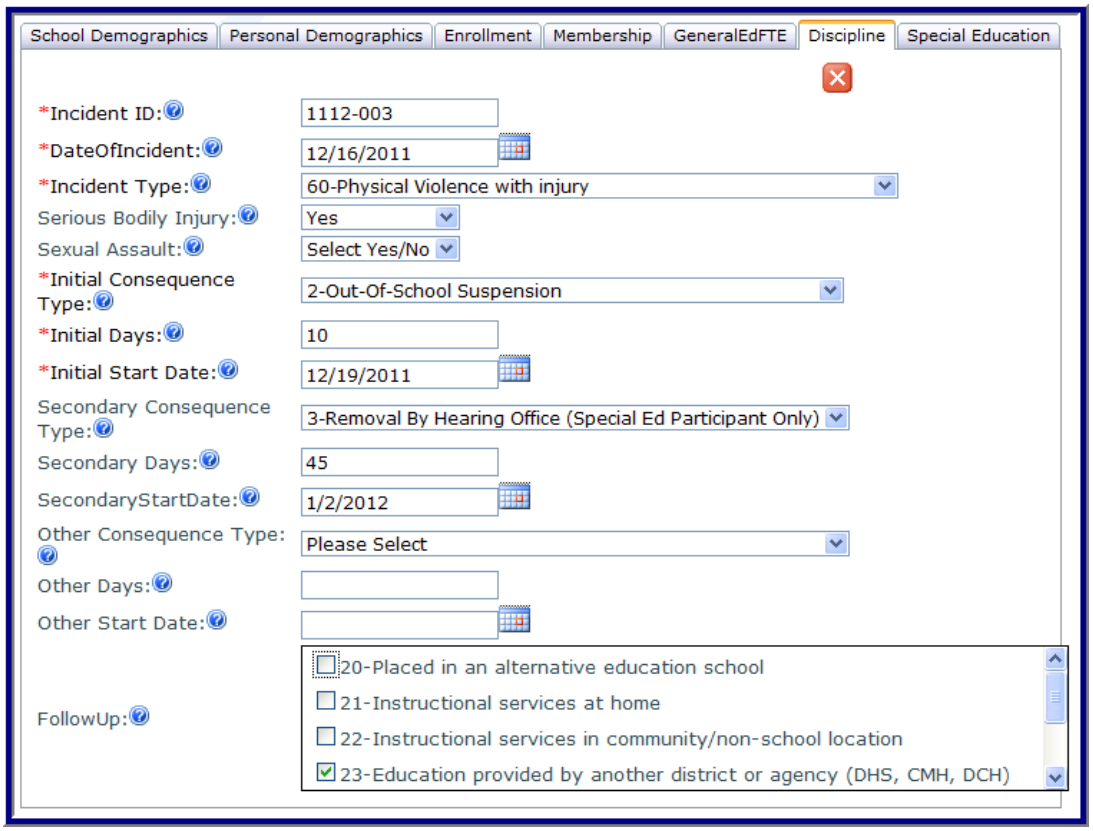
Assigning Incident Identification Codes

Incident Identification Codes are created by the users, not by the MSDS or the state. Each incident code you create is used to track disciplinary data associated with a specific incident. Your district may choose to keep incident identification codes unique within the district or building. The code reported in the Incident ID characteristic should be unique for the school year within the reported School Facility Number for the student. 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, CEPI and MDE will use the last reported data for reporting purposes. For example:

The Fall General Collection contains the record below with incident ID 1112-003:



In the Spring General Collection the same student is reported in the same building with the Discipline Component below, again using Incident ID 1112-003:



Because both components were reported with the same Incident ID code, the MSDS will track Incident ID 1112-003 based on the most recent (Spring) submission as an incident of physical violence resulting in serious bodily injury. The associated consequences would be an out-of-school suspension for 10 days and a Removal by Hearing Officer. The original data reported for this Incident ID code will continue to appear in the student's history record. However, for all aggregated reporting purposes, only the most recently certified record will be counted. (NOTE: The Incident ID numbers is not case sensitive, thus "b" equals a "B".)

Reporting Multiple Incidents Per Student

You may report an unlimited number of Disciplinary components per student record in a single collection. However, each occurrence of the component must be associated with a different event and must contain an Incident ID code that is unique within the record.

What Disciplinary Consequences Are Reported?

MSDS collects five disciplinary action types. Do not report any disciplinary action that does not fall into one of these types. The Michigan Department of Education has provided the following definitions to assist you:

- **In-School Suspension –** Instances in which a student is temporarily removed from his/her usual educational setting 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 the student. Do not report suspensions that are less than one half of a school day or detentions served outside of the regular school day.

- **Out-of-School Suspension** – Instances in which a child is temporarily removed from his/her usual school to another setting (e.g., home, behavior centers). For students with active IEPs, this includes 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 his/her IEP. **Do not report suspensions that are less than half of a school day.**

- **Removal by a Hearing Officer** – Instances in which an impartial hearing officer orders the removal of a child with disabilities from his/her 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.

- **Unilateral Removal to an Interim Alternative Educational Setting** – [34 CFR 300.530(g)(1)-(3)] [20 U.S.C. 1415(k)(1)(G)(i)-(iii)] *"School personnel* (not the IEP team) *may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:*

    - *carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of a State educational agency (SEA) or a local educational agency (LEA);*
    - *knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA or*
    - *has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA."*

  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. Be sure to report the correct Incident Type code for incidents that result in a Unilateral Removal.

    - **Removal for Weapons** – Incidents resulting in a Unilateral Removal for weapons must be reported with one of the following Incident Type codes:

      20 – Firearm Possession – Handgun

21 – Firearm Possession – Rifle/Shotgun
22 – Firearm Possession – Other Firearms
23 – Other Dangerous Weapons

- **Removal for Drugs** – Incidents resulting in a Unilateral Removal for drugs are defined by IDEA as those that involve the use, possession, sale or solicitation of drugs, and must be reported with the following Incident Type code:

  30 – Illicit Drugs

- **Removal for Serious Bodily Injury** – The definition of serious bodily injury per the Individuals with Disabilities Act, paragraph (3) of subsection (h) of section 1365 of title 18 [34 CFR 300.530(i)(3)] [20 U.S.C. 1415(k)(7)(D)]:

  *"**(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"*

  Incidents resulting in a Unilateral Removal for serious bodily injury should be reported with the Incident Type code "60" (Physical Violence with injury) and with a positive value in the Serious Bodily Injury characteristic.

- **Expulsion** – Instances in which the local educational agency removes a child from his/her 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).

Reporting Multiple Disciplinary Actions

At times a student may experience multiple disciplinary actions from a single event (incident). For example, the student might receive an in-school suspension for greater than one-half of a school day, and also have a two-day out-of-school suspension. Both events should be recorded, even though there was only one precipitating action. Report the first consequence (in-school suspension) in the Initial Consequence characteristic and the subsequent consequence (out-of-school suspension) in the Secondary Consequence characteristic. Should a third consequence occur for the same incident, report these data in the Other Consequence characteristic. CEPI strongly recommends that you wait until all consequences have been determined for an incident before reporting the Discipline Component.

NOTE: *Initial Consequence data are required whenever the Discipline Component is submitted, even if you are submitting additional consequences after already reporting the first consequence.*

You cannot submit Secondary Consequence data without also reporting Initial Consequence information. Likewise, you cannot submit the details of a third consequence (Other Consequence) without Secondary Consequence data.

Required Follow-Up Reporting

For Special Education Discipline incidents, there is a federal requirement that any time a special education student accumulates more than 10 days of removals for the school year, information about the type of referrals or educational follow-up services must be reported. Districts need to review the Discipline reports to make sure that Follow-Up information is included on each incident reported for students who have accumulated more than 10 days of removals.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Incident ID

Characteristic System Name

IncidentID

Definition

Identifier assigned by the operating district to the precipitating incident.

Use

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

Citation

Revised School Code, MCL 380.1277, 380.1277a, 380.1308, 380.1310a; 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.

NOTE: 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".

State Of Michigan Contact

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Office of Special Education
Nick Thelen
517-241-4418
ThelenN1@michigan.gov

Date of Incident

Characteristic System Name

DateOfIncident

Definition

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

Use

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

Citation

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

Specification

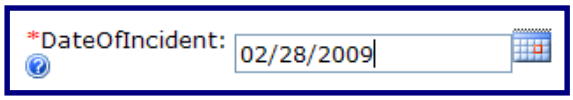
Date (only); CCYY-MM-DD

Instructions

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

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

  - 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 for this incident must fall within the student's period of enrollment with the Operating District.
- Entering anything other than a date in this characteristic will result in a file-level error and the file will be rejected on upload.

State Of Michigan Contact

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Characteristic Tip

This is not the date the consequence was assigned but the date that the incident actually occurred.

Incident Type

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

Revised School Code, 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	Drug-related incidents are events involving possession or use of substances (including steroids, all prescription drugs for which the student does not have a prescription and inappropriate use of nonprescription drugs and other substances). Drug-related incidents will include the following: • Possession or use of marijuana, hashish or other cannabinoids on school grounds. • Possession or use of other illicit drugs on school grounds. • Being under the influence of marijuana or illicit drugs on school grounds. • Inappropriate use of medication on school grounds. • Trafficking or possession for sale of marijuana or other illicit drugs on school grounds. **Do not report tobacco or alcohol-related incidents using this code.**
31	Alcohol	Alcohol-related incidents are incidents where students: • Possess or use alcohol on school grounds. • Were under the influence of alcohol on school grounds.
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	Incidents with injury include those 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

- This characteristic is required when the Discipline Component is reported.
- 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
- Entering anything other than the codes listed will result in a file level error, and the file will be rejected on upload.

State Of Michigan Contact

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Office of Special Education
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Serious Bodily Injury

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

Revised School Code, 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.

State Of Michigan Contact

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Sexual Assault

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report and identification of persistently dangerous schools.

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.

State Of Michigan Contact

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Characteristic Tip

It is not necessary to report this characteristic with a negative value 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.

Initial Consequence

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting, and identification of persistently dangerous schools.

Citation

Revised School Code, 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 his/her 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. Do not include suspensions that are less than one half of a school day. Do not report detentions served outside of the regularly scheduled school day.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from his/her 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 his/her IEP. Do not report suspensions that are less than one half of a school day.
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 his/her 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.

Code	Text	Description
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 his/her 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

- Enter/choose the code that represents the disciplinary action being reported.
- Entering anything other than one of the codes listed will result in a file-level error, and the file will be rejected on upload.
- This characteristic is required when the Discipline Component is reported.
- Code "3" and "4" are only to be reported for students with disabilities receiving special education programs or services. Reporting either of these codes for students who are not identified as special education participants (record does not include the Special Education Component with a valid code in Primary Disability) will generate a record-level error.

State Of Michigan Contact

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Characteristic Tip

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

Initial Days

Characteristic System Name

InitialDays

Definition

The number of days assigned for the Initial Consequence.

Use

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

Citation

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

SRSD Reference

No direct SRSD reference; similar to Field 114: Length of Expulsion
Retired MSDS characteristic Length of Action

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.
- Entering anything other than a decimal or whole number in this characteristic will result in a file-level error, and the file will be rejected on upload.
- When the student has been expelled (Initial Consequence = "5") then the Initial Days must be 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 185. ($\geq$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)

State Of Michigan Contact

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Characteristic Tip

Disciplinary actions lasting less than 1/2 day should not be reported. This characteristic must contain a value between 0.5 to 185, or else equal to 888. Values greater than 185 and less than or greater than 888 are not accepted.

Initial Start Date

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

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

Specification

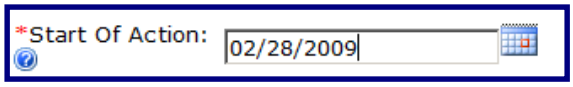
Date (only); CCYY-MM-DD

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.
- Entering anything other than a date in this characteristic will result in a file-level error, and the file will be rejected on upload.
- 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 to 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)

State Of Michigan Contact

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Characteristic Tip

This is not the date the consequence was assigned but the first day the student began serving this consequence.

Secondary Consequence

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

Revised School Code, 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 his/her 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. Do not report suspensions that are less than one half of a school day. Do not include detentions served outside of the regularly scheduled school day.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from his/her 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 his/her IEP. Do not report suspensions that are less than one half of a school day.
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 his/her 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.

Code	Text	Description
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 his/her 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.
- Entering anything other than one of the codes listed will result in a file-level error, and the file will be rejected on upload.
- Code "3" and "4" are only to be reported for students with disabilities receiving special education programs or services. Reporting either of these codes for students who are not identified as special education participants (record does not include the Special Education Component with a valid code in Primary Disability) will generate a record-level error.

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Secondary Days

Characteristic System Name

SecondaryDays

Definition

The number of days assigned for the Secondary Consequence.

Use

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

Citation

Revised School Code, 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.
- This characteristic is not allowed if the Secondary Consequence characteristic is not reported.
- Entering anything other than a decimal or whole number in this characteristic will result in a file-level error and the file will be rejected on upload.
- When the student has been expelled (Secondary Consequence = "5") then the Secondary Days must be less than or equal to 185, or for permanently expelled students, report a value of "888". (Secondary Days < = 185 or = "888")
- When the student is not being expelled (Secondary Consequence = "5") then the Secondary Days must be at least 0.5 and less than or equal to 185 ($\geq$ 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 (Secondary Consequence = "3" or "4") then this characteristic must be less than or equal to 45. (Secondary Days < = 45)

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Characteristic Tip

Disciplinary actions lasting less than 1/2 day should not be reported. 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.

Secondary Start Date

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

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

Specification

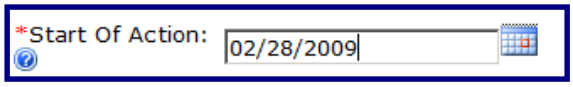
Date (only); CCYY-MM-DD

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.
- Entering anything other than a date in this characteristic will result in a file-level error, and the file will be rejected on upload.
- 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 to 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)

State Of Michigan Contact

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Other Consequence

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

Revised School Code, 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 his/her 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. Do not report suspensions that are less than one half of a school day. Do not include detentions served outside of the regularly scheduled school day.
2	Out-of-School Suspension	Instances in which a child is temporarily removed from his/her 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 his/her IEP. Do not report suspensions that are less than one half of a school day.
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 his/her 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.

Code	Text	Description
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 his/her 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.
- Entering anything other than one of the codes listed will result in a file-level error, and the file will be rejected on upload.
- Code "3" and "4" are only to be reported for students with disabilities receiving special education programs or services. Reporting either of these codes for students who are not identified as special education participants (record does not include the Special Education Component with a valid code in Primary Disability) will generate a record-level error.

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Other Days

Characteristic System Name

OtherDays

Definition

The number of days assigned for the Other Consequence.

Use

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

Citation

Revised School Code, 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.
- This characteristic is not allowed if the Other Consequence characteristic is not reported.
- The date reported in this characteristic must be after the Initial Start Date and Secondary Start Date (Other Start Date cannot equal Initial Start Date or Secondary Start Date).
- Entering anything other than a decimal or whole number in this characteristic will result in a file-level error, and the file will be rejected on upload.
- When the student has been expelled (Other Consequence = "5") then the Other Days must be less than or equal to 185 or, for permanently expelled students, report a value of "888". (Other Days < = 185 or = "888")
- When the student is not being expelled (Other Consequence = "5") then the Other Days must be at least 0.5 and less than or equal to 185 (> 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 (Other Consequence = "3" or "4") then this characteristic must be less than or equal to 45. (Other Days < = 45)

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Characteristic Tip

Disciplinary actions lasting less than 1/2 day should not be reported. 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.

Other Start Date

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

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

Specification

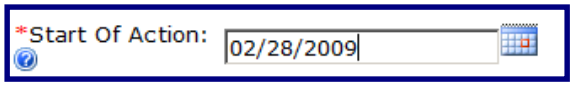
Date (only); CCYY-MM-DD

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 Other Consequence characteristic is reported.
- This characteristic is not allowed when the Other Consequence characteristic is not reported.
- Entering anything other than a date in this characteristic will result in a file-level error, and the file will be rejected on upload.
- The date reported in this characteristic must be on or after the student's date of enrollment in the operating district. (Other 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. (Other Start Date < District Exit Date)
- When a student with disabilities receiving special education programs or services is reported with Other Consequence "3" or "4", then the date reported in this characteristic must be before to 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)

State Of Michigan Contact

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Follow Up

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 tracking and for federal and state reporting requirements, including the Gun Free Schools Report, IDEA reporting and identification of persistently dangerous schools.

Citation

Revised School Code, 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 his/her home.
22	Instructional services in community/non-school location	The district provided education services provided to the student in a location other than his/her 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).
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.
- Entering anything other than one of the codes listed will result in a file-level error, and the file will be rejected on upload.
- 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).

State Of Michigan Contact

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Early Childhood Programs Component

CEPI uses the Early Childhood Programs (EC 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 the Great Start Readiness Program (GSRP), GSRP/Head Start Blend, and/or Sec. 32p Early Childhood Block Grant. Although this is not a requirement, MDE's Office of Great Start encourages you to report students participating in any other early childhood programs to assist in longitudinal program evaluations.

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

- Homeless Demographics
- Title III ~~LEP~~EL and Immigrant
- SNE
- Program Participation (immigrant "9130" value only)

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	Numeric Text	2	Required	No	1
School Facility Number	Numeric Text	3	Conditional	No	1
EC Comment	Text (free form)	4	Optional	No	1
EC Program	List of Values	5	Required	No	1
EC Program Start Date	Date	6	Required	No	1
EC Delivery Method	List of Values	7	Required	No	1
EC Delivery Schedule	List of Values	8	Conditional	No	1
EC Program End Date	Date	9	Conditional	No	1
EC Program Exit Reason	List of Values	10	Conditional	No	1

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

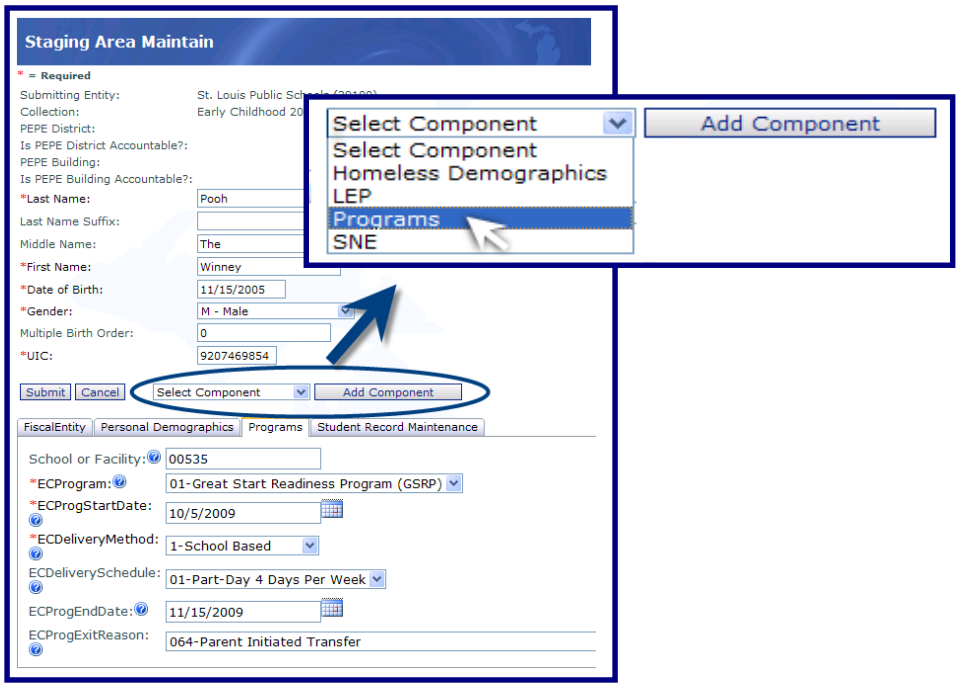
When Is This Component Required?

You must report the Early Childhood Programs component when a student is receiving services through or participating in the Great Start Readiness Program, GSRP/Head Start Blend Program, or Sec. 32p Early Childhood Block Grant.

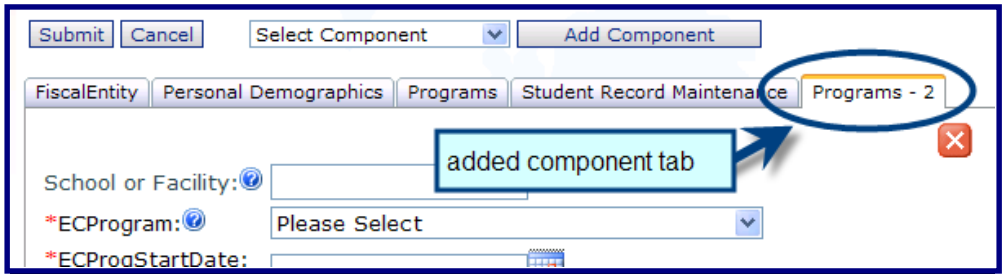
Program Type	R – Required O – Optional Report Period		
	Fall	**Spring**	**End of Prg**
Great Start Readiness Program (GSRP)	**R**	**R**	**R**
GSRP/Head Start Blend	**R**	**R**	**R**
Head Start	O	O	O
Title I Preschool or Services	O	O	O
~~Child Care~~	~~O~~	~~O~~	~~O~~
Early Head Start	O	O	O
Sec. 32p, Early Childhood Block Grant	O	O	**R**
~~Tuition-Based Preschool~~	~~O~~	~~O~~	~~O~~
~~Other Program~~	~~O~~	~~O~~	~~O~~

How Do I Report a Student in Multiple Programs?

Using online data entry you report a student in multiple programs by simply adding an additional Programs Component from the *Add Component* selection area for each additional program to be included.



When you add a new Programs Component, the original Programs Component will remain in the student record and a new component will display, ready for data entry.



Each time you add a Programs Component, the system adds a new tab with a number in the title indicating the order in which it was added. In this case, "Programs – 2" indicates that this is the second Programs Component for this student record. If you add a component and then later wish to delete it, click on the red box with the "X" located in the upper right corner of the component tab. For more tips on working with the MSDS, please refer to the MSDS District User Training Manual.

The EC Programs section of a student record with two programs reported in the XML file would look similar to this:

```
<ECPrograms>
        <FiscalEntityTypeCode>D</FiscalEntityTypeCode>
        <FiscalEntityCode>84000</FiscalEntityCode>
        <SchoolFacilityNumber>00535</SchoolFacilityNumber>
        <ECProgram>01</ECProgram>
        <ECProgramStartDate>2012-09-10</ECProgramStartDate>
        <ECDeliveryMethod>1</ECDeliveryMethod>
        <ECDeliverySchedule>01</ECDeliverySchedule>
        <ECProgramEndDate>2012-10-15</ECProgramEndDate>
        <ECProgramExitReason>064</ECProgramExitReason>
</ECPrograms>
<ECPrograms>
        <FiscalEntityTypeCode>D</FiscalEntityTypeCode>
        <FiscalEntityCode>84000</FiscalEntityCode>
        <SchoolFacilityNumber>00535</SchoolFacilityNumber>
        <ECProgram>05</ECProgram>
        <ECProgramStartDate>2012-10-01</ECProgramStartDate>
        <ECDeliveryMethod>2</ECDeliveryMethod>
        <ECDeliverySchedule>02</ECDeliverySchedule>
</ECPrograms>
```

How Do I Exit a Student From an Early Childhood Program?

Report a program exit for a child who is no longer receiving early childhood services or who is no longer participating in an early childhood program based on the date the child last received services in that program. Report the student record with the EC Programs Component, including appropriate data in the EC Program End Date and EC Program Exit Reason characteristics. Children reported in this collection, who are not continuing in the same program next year, must be reported with the appropriate program exit data in the End-of-Program Early Childhood (EOP EC) Collection. Children may be reported in the EOP EC Collection with program exit dates through September 14. Children exiting programs after September 14 should be reported in the Fall Early Childhood Collection.

Children who meet the age eligibility requirements to enroll in GSRP for a second year must reapply and their applications must be considered alongside all other applications when enrollment decisions are made. Therefore, these children must be exited no later than the End-of-Program Early Childhood Collection and submitted with new program start dates in the Fall Early Childhood Collection if their renewal applications are approved.

Which Characteristics Am I Required to Report?

You must include the following characteristics in each program component that you report for a student:

- Fiscal Entity Type Code
- Fiscal Entity Code
- EC Program
- EC Program Start Date
- EC Delivery Method

If you fail to submit all of the above data, you will receive record-level errors.

You should also report some students with the following data:

- School Facility Number
- EC Delivery Schedule
- EC Program End Date
- EC Program Exit Reason

Examples:

- The School Facility Number should be reported when services are provided in a school building. If services are not provided in a school facility, this characteristic is not reported.
- You are only required to report the EC Delivery Schedule for students in Great Start Readiness Programs (Program Code 01), GSRP/Head Start Blend (Program Code 02) or Head Start Programs (Program Code 03). If you are reporting a different early childhood program and one of the delivery schedules listed is appropriate, you may report it. If you are reporting a different early childhood program and the appropriate delivery schedule is not listed, do not report that characteristic.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Fiscal Entity Type Code

Characteristic System Name

FiscalEntityTypeCode

Definition

The category to which the fiscal entity belongs within EEM.

Use

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

Citation

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; NCLB, 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 (ONSR).
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 Programs, the value reported in this characteristic must be "D".
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the EC Programs Component.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tips

In the event that 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 ECPrograms Component reported for a given student.

Based on legislation the Fiscal Entity Type Code for GSRP 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.

Fiscal Entity Code

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 the EEM.

Use

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

Citation

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; NCLB, 20 USC 6311

Specification

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

- 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 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 the 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tips

You should always 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 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.

School Facility Number

Characteristic System Name

SchoolFacilityNumber

Definition

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

Please refer to the Educational Entity Master glossary for definitions. The glossary is located in the upper right corner of the EEM web page: http://cepi.state.mi.us/eem.

Use

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

Citation

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; NCLB, 20 USC 6311

Specification

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

- Minimum length: 5
- Maximum length: 5

Instructions

- You are required to report this characteristic 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.
  - If the location is not identified in EEM, (e.g., services provided in a home or community setting), enter the five-digit EEM code for the building that is reported as the assignment in the Registry of Educational Personnel (REP) for the primary district personnel providing the program or service.
- When you report this characteristic, it must contain a valid Entity Code from the EEM. Otherwise, the system will generate a record-level error.
- When you report this characteristic, the identified school/facility must have been identified as "open/active" in the 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 Head Start program.

- When you report a school-based Delivery Method, the School Facility must be reported, 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.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
517-373-8483

Characteristic Tip

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

Early Childhood Comment

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 and is not required to be completed.

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. CEPI and MDE do not use these data for reporting purposes. ~~For the 2015-2016 school year, this characteristic is only available for the Spring and End of Program collections. In future years, it will be available in all three collections.~~

Citation

None. This is an optional characteristic added at the request of districts to assist with identification of students attending multiple program sites with the same fiscal entity.

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.

State Of Michigan Contact

Please contact CEPI customer support for assistance.

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.

Early Childhood Program

Characteristic System Name

ECProgram

Definition

The early childhood program or service provided to the child.

Use

MDE and CEPI 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

School Aid Act, MCL 388.1632d(4), 388.1632/(4)

Specification

List of values (choose from list)

Code	Text	Description
01	Great Start Readiness Program (GSRP)	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. Each child must have at least one of the identified risk factors; at least 90 percent 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 may contract with a head start agency to serve children enrolled in head start with a school-day program by blending head start funds with a part-day great start readiness program allocation. All head start and great start readiness program policies and regulations apply to the blended program. Children are concurrently enrolled in both programs and must attend for the full day.
03	Head Start	Children 3 through 5 years of age 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 percent of the poverty guidelines.
04	Title I Preschool	A program for children who are not yet age-eligible for kindergarten in districts that provide services utilizing Title I, Part A of the Elementary and Secondary Education Act (ESEA), as long as they follow current rules for preschool services under Title I.

Code	Text	Description
~~05~~	~~Child Care~~	~~Children, birth-to-kindergarten ages, receiving services in a classroom program provided through a regular or community education program. Child-care reimbursement may be provided by the Department of Human Services or scholarships.~~
10	Early Head Start	Children, from birth to age three, served in school districts by local grantees of the federal Head Start program.
18	Sec. 32 p, Early Childhood Block Grant	Children from birth to age 8 who are receiving early childhood services under Section 32p.
~~17~~	~~Tuition-Based Preschool~~	~~Children, birth-to-kindergarten age, receiving services in a classroom program provided through a regular or community education program. Parents pay tuition to enroll their children.~~
~~99~~	~~Other Program~~	~~District-sponsored programs not defined above. Free, comprehensive programs not operated with state or federal funds.~~

Instructions

- Choose/enter the code that represents the early childhood program or service you wish to report.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when you submit the EC Programs component.

<u>Program-Specific Business Rules</u>

- **Great Start Readiness Program (GSRP):**
  - A child eligible for GSRP must be less than 5 years of age on September 1 for 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".
  - You must report the delivery method (school or community) and the delivery schedule (part/school day and days per week).

- 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.

- **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 for 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.
  - You must report the delivery method (school or community) and the delivery schedule (school-day and days per week).
  - 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.

- **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").
  - You must report the delivery method (school, community or home based) and the delivery schedule (part or full day and days per week).

- **Title I Preschool or Services:** No program-specific business rules apply.
- ~~**Child Care:** No program-specific business rules apply.~~
- **Early Head Start:** The child must be younger than 3 years old when they enter the program.
- **Sec. 32p, Early Childhood Block Grant (ECBG):**
  - 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.
- ~~**Tuition-Based Preschool:** No program-specific business rules apply.~~
- ~~**Other Program:** No program-specific business rules apply.~~

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
517-373-8483

Early Childhood Program Start Date

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

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

Citation

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

Specification

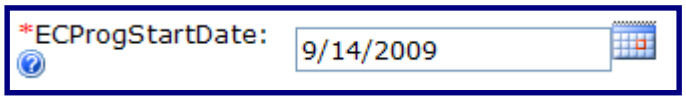
Date (only); CCYY-MM-DD

Instructions

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

    <ECProgramStartDate>**2009-09-14**</ 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.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- 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]

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
517-373-8483

Characteristic Tip

You should 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 GSRP for a second year should be reported with a new program start date in the Fall EC Collection.

Early Childhood Delivery Method

Characteristic System Name

ECDeliveryMethod

Definition

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

Use

CEPI and MDE 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

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 (UEP).
2	Community based	Programs and/or services are provided in a facility identified in EEM as an other non-school recipient (ONSR) or a facility not listed in EEM.
3	Home based	Programs and/or services are provided within the child's home.

Instructions

- Choose/enter the code that best represents the primary location where the child participates in the early childhood program or service.
- 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 by GSRP or GSRP/Head Start Blended Programs.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the EC Programs component.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
517-373-8483

Early Childhood Delivery Schedule

Characteristic System Name

ECDeliverySchedule

Definition

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

Use

CEPI and MDE 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

School Aid Act, MCL 388.1632d(4), 388.1632/(4)

Specification

List of values (choose from list)

Code	Text	Description
01	Part-Day 4 Days Per Week	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, five days per week.
05	School-Day 4 Days Per Week	Operates for at least the same length of day as the local school district's/PSA's first grade program, for a minimum of four days per week, 30 weeks per year.
06	School-Day 5 Days Per Week	Operates for at least the same length of day as the local school district's/PSA's first grade program, for five days per week, 30 weeks per year.
07	Served by Family Child-Care Center	Services provided through a contracted, independent, licensed, family child-care provider of Head Start Services. (May only be reported for Head Start or Early Head Start programs)
08	Other	District-sponsored delivery system not defined above. (May not be reported for GSRP)

Instructions

- Choose/enter the code that best represents the primary or regular schedule that the child follows for the reported early childhood program or service.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.

- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program, GSRP/Head Start Blend or Head Start (EC Program = "01", "02" or "03").
- If you submit code "08" in this characteristic when the EC Program code is reported as "01" (GSRP) the system will generate an error.
- You may only submit code "05" or "06" in this characteristic when the EC Program code is reported as "02" (GSRP/Head Start Blend), otherwise the system will generate an error.
- You may only submit code "07" in this characteristic when the characteristic EC Program contains code "03" (Head Start) or "10" (Early Head Start), otherwise the system will generate an 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 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.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
517-373-8483

Characteristic Tip

Although you may report this characteristic for all programs, you are only required to report it for Head Start, Great Start Readiness Program and GSRP/Head Start Blend Program. 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).

Early Childhood Program End Date

Characteristic System Name

ECProgramEndDate

Definition

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

Use

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

Citation

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

Specification

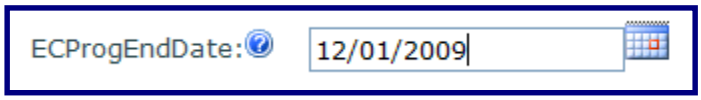
Date (only); CCYY-MM-DD

Instructions

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

    <ECProgramEndDate>**2009-12-01**</ 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.



- You must report this characteristic when you submit a valid code in the EC Program Exit Reason characteristic.
- You must report this characteristic when the reported Fiscal Entity is closed in EEM.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- 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.
- You must report this characteristic in the end-of-program collection for all children submitted in GSRP or GSRP/Head Start Blend programs. Children meeting the GSRP 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.

- Children may be reported in the EOP EC Collection with program exit dates through September 14. Children exiting programs after September 14 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 >= 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.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
517-373-8483

Characteristic Tip

You should 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.

Program end dates should be included in the reporting period in which the exit occurred.

Children not returning to the same program in the next school year should be reported with the appropriate exit data in the EOP Early Childhood Collection.

Early Childhood Program Exit Reason

Characteristic System Name

ECProgramExitReason

Definition

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

Use

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

Citation

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	Used for 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 (e.g., special ed. referral)	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 (e.g., expulsion)	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).
067	Parent Withdrew Child (e.g., move from district, no information on subsequent program, etc.)	Parent withdraws child for any reason. This would include families moving out of the district.

Code	Text	Description
068	Death of Child	The child has died.
069	Program Termination (e.g., license expired, lack of enrollment, insufficient funds, staffing issues, building condemned, etc.)	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.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when you report a valid date in the characteristic EC Program Exit Date.
- Do not report 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 you are required to submit it by another business rule.

State Of Michigan Contact

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517-373-8483

Characteristic Tip

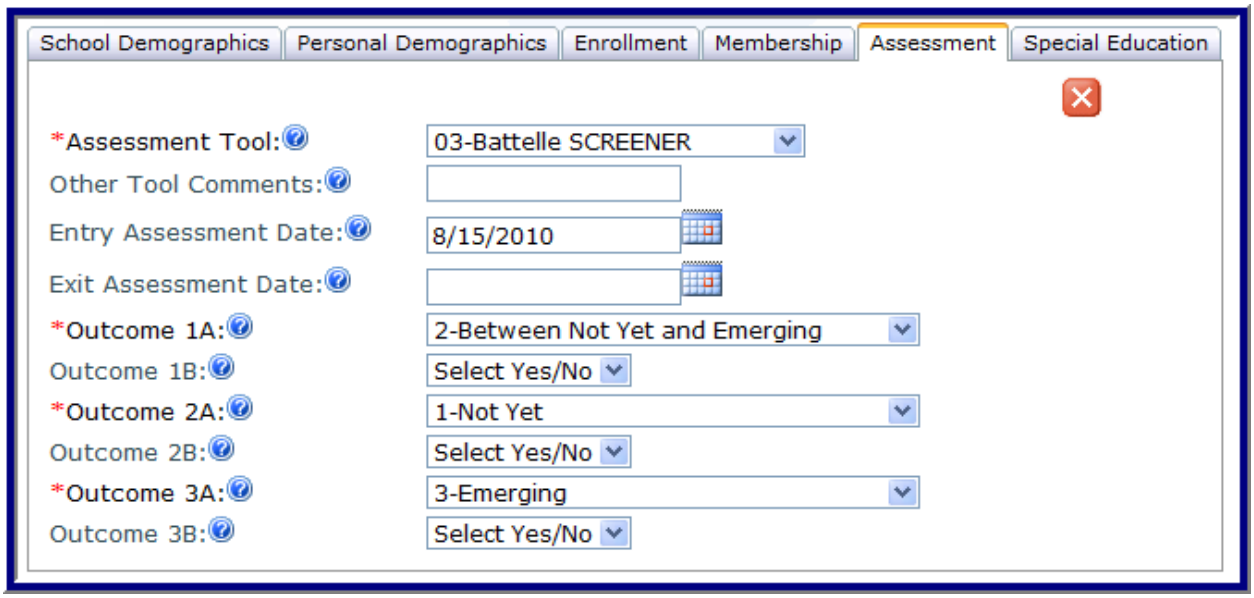
You must provide a program exit reason whenever you report a child as no longer receiving services.

Early Childhood Special Education Assessment Component

The Early Childhood Special Education Assessment Component is used to collect the enrollment and exit assessment scores for children two and one-half (2 1/2) through six years one month of age with disabilities who receive special education programming or services. These data were previously collected by the completion of the *Michigan OSEP Child Summary Data Collection Form For 3 – 5 Year Olds* bubble-sheet (Appendix A).

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Assessment Tool	List of Values	1	Required	No	1
Other Tool Comments	Free form text	2	Conditional	No	1
Entry Assessment Date	Date	3	Conditional	No	1
Exit Assessment Date	Date	4	Conditional	No	1
Outcome 1A	List of Values	5	Required	No	1
Outcome 1B	Yes/No	6	Conditional	No	1
Outcome 2A	List of Values	7	Required	No	1
Outcome 2B	Yes/No	8	Conditional	No	1
Outcome 3A	List of Values	9	Required	No	1
Outcome 3B	Yes/No	10	Conditional	No	1



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

When Is This Component Required?

You must report the Early Childhood Special Education Assessment Component when completing either an entrance or exit assessment of a child [between two and one-half (2 1/2) and six years one month 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 assessment data in the same collection period, two components must be submitted. One component must contain the Entry Assessment Date and associated data, and the other component must contain the Exit Assessment Date and associated data.

Special Education Component Dependency

The Early Childhood Special Education Assessment Component may only be included in a record that also includes the Special Education Component with a code reported in the Primary Disability characteristic. Submitting this component when the record does not meet this dependency will result in a file-level error.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Assessment Tool

Characteristic System Name

AssessmentTool

Definition

The method of determining the child's level of functioning within the three areas assessed. Children are assessed at the initiation of special education service and when they either exit from early childhood special education or when they begin kindergarten or within thirty (30) days of their sixth birthday.

Use

These data are used to report to USED for the Part B State Performance Plan (SPP), 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
01	Assessment, Evaluation and Programming Systems (AEPS)	The AEPS system is a criterion-referenced assessment tool developed for use by direct service personnel and specialists to assess and evaluate the skills and abilities of infants and young children who are at risk and who have disabilities. The AEPS includes assessment/evaluation, curricular and family participation components for the developmental range from birth to six years. The AEPS consists of six content areas, strands within each content area, and objectives within each strand.
02	Battelle Developmental Inventory-FULL	The BDI-2 is a standardized assessment battery for children from birth through seven years. Test administrators use three approaches to obtain information about each child: structured questions in a one-on-one setting, observation of normal activities in a child's natural environment, and parent interview. The BDI-2 assessment is organized into five domains. The instrument's administration manual includes information on developing and implementing individualized education programs using information obtained from the BDI-2. http://www.riverpub.com/products/bdi2/index.html
03	Battelle -SCREENER	An abbreviated version of the Battelle Developmental Inventory.

Code	Text	Description
04	BRIGANCE Inventory of Early Development-II (IED-II)	The BRIGANCE Inventory of Early Development-II is both a criterion-referenced and standardized assessment for children birth to seven years. The IED-II is organized into eleven skill areas. Each skill area is divided into developmental skill sequences. The IED-II is used to identify present levels of performance, identify goals and objectives for IEP development, guide instructional planning, and monitor ongoing progress. The IED-II can be administered by directly eliciting skills from children, through parent or teacher interview, or through observation in the natural environment. http://www.curriculumassociates.com/products/subjects.asp?topic=CEC0
05	Carolina Curriculum for Preschoolers with Special Needs (CCPSN)	The Carolina Curriculum for Preschoolers with Special Needs assessment and curriculum are integrated, that is, teachers individualize the curriculum based on each child's assessment results. The CCPSN has six developmental domains with several numbered sequences. The curriculum is based on typical sequences of development but does not assume that a child will develop at the same rate across domains or even within one domain.
06	Preschool Child Observation Record (COR)	The COR is an observation-based assessment instrument for children aged 30 months to six years. It is designed to measure children's progress in all early childhood programs. The COR is divided into six major categories. Each category contains between three and eight observation items, and each of the 32 items is rated according to the five developmental levels ranging from "1" (the simplest) to "5" (the most complex). The COR is seamlessly integrated with program teaching and planning by teaching staff collecting objective anecdotes during the normal daily routine. It is usable with any curriculum. http://www.highscope.org/file/Assessment/StateAlignments/COR%20to%20KDIs_Aug2010.pdf
07	Creative Curriculum Development Continuum for Ages 3-5 (CCDC)	The Creative Curriculum Developmental Curriculum for Ages 3-5 is based on teacher's observations, documentation of their observations, and samples of children's work. The assessment is organized into four Areas of Development. Each Area of Development is further subdivided into ten Curriculum Goals, 50 objectives, and three developmental steps. This assessment is used with the Creative Curriculum which is directly tied to assessment results. http://www.creativecurriculum.net/

Code	Text	Description
08	Learning Accomplishment Profile – Third Edition (LAP-3)	The LAP-3 is a criterion-referenced assessment tool that provides a systematic method for observing individual development of the functioning of children in the 36 to 72 month age range. The LAP-3 assesses individual skill development in seven domains of development. The LAP-3's comprehensive approach to the total development of the young children includes 383 samples of behavior. The LAP-3 is criterion-referenced and is administered in an individualized setting in an early childhood environment or home setting. http://www.highreach.com/highreach_cms/Home/tabid/56/Default.aspx
19	Teaching Strategies Gold	*Teaching Strategies GOLD* online offers a revolutionary approach to early childhood assessment. It is an assessment tool available to teachers that is user-friendly and inclusive—one that enables them to increase the effectiveness of their assessments while having more time to spend with children. It's easy to use, it's effective, and it works—saving teachers time and helping them be confident in their assessment decisions. For More information, visit https://shop.teachingstrategies.com/page/73190-gold-assessment-toolkit.cfm#product_overview
20	COR Advantage	COR Advantage is a birth-to-kindergarten assessment that assists teachers in supporting children at every developmental level – including children who are English Language Learners and those with special needs. It also provides administrators with more comprehensive reporting options to guide program planning and staff development. For More Information, visit http://coradvantage.org/
21	BRIGANCE IED-III	The BRIGANCE Inventory of Early Development – III (IED-III) is both a criterion-referenced and standardized assessment for children birth through seven years. The IED-III is organized into eleven skill areas. Each skill area is divided into developmental skill sequences. The IED-III is used to identify present levels of performance, identify goals and objectives for IEP development, guide instructional planning, and monitor ongoing progress. The IED-III can be administered by directly eliciting skills from children or through observation in the natural environment. http://www.curriculumassociates.com/default.aspx

The codes listed below are for assessment tools used by Part C Early Childhood Programs at program exit, that it can be used instead of the regular entrance assessments for those children who transition from Part C to Part B. ***They may not be reported when a date is included in the Exit Assessment Date characteristic.***

Code	Text	Description
09	Part C Exit Tool: AEPS	See above.
10	Part C Exit Tool: Battelle	See above.

Code	Text	Description
11	Part C Exit Tool: Bayley	
12	Part C Exit Tool: Brigance	See above.
13	Part C Exit Tool: Carolina	See above.
14	Part C Exit Tool: EIDP	
15	Part C Exit Tool: E-LAP	See above.
16	Part C Exit Tool: HELP	
17	Part C Exit Tool: IDA	
18	Part C Exit Tool: Other	

Instructions

- Choose/enter the code that best identifies the assessment tool used to evaluate the child.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you submit code "18" in this characteristic you must also submit the Other Tool Comments characteristic.
- If you submit a code other than "18" in this characteristic, the Other Tool Comments characteristic cannot be reported.
- The record must not include the Exit Assessment Date characteristic when you submit codes "09" – "18".
- The record must not include Outcome 1B, Outcome 2B or Outcome 3B when you submit codes "09" – "18".
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

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Other Tool Comments

Characteristic System Name

OtherToolComments

Definition

The description of the type of assessment tool used, when it is not one of those in the list of values provided in the Assessment Tool characteristic.

Use

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

Citation

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

Specification

Text-free form; accepts both alpha and numeric characters

- Maximum length: 25

Instructions

- This characteristic is required if you submit code "18" in the Assessment Tool characteristic.
- This record may not be submitted if the value reported in Assessment Tool is not "18".
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

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Entry Assessment Date

Characteristic System Name

EntryAssessmentDate

Definition

The month, day and year of the first day when the child was assessed for entry into the early childhood special education program.

Use

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

Citation

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

Specification

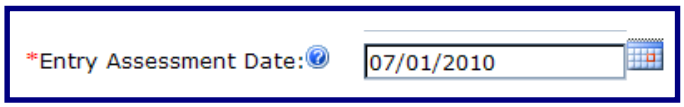
Date (only); CCYY-MM-DD

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.



- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the student's Date of Birth (Entry Assessment 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 Assessment Date must be blank within the same component.

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Exit Assessment Date

Characteristic System Name

ExitAssessmentDate

Definition

The month, day and year of the first day when the child was assessed upon his/her exit from early childhood special education.

Use

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

Citation

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

Specification

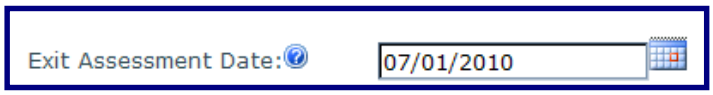
Date (only); CCYY-MM-DD

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.



- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the student's Date of Birth (Exit Assessment 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 Assessment Date (Exit Assessment Date > Entry Assessment 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

Assessment 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".
- 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 Assessment Date must be blank within the same component.
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

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KrausJ1@michigan.gov

Outcome 1A

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 (SPP), 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 his/her 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 his/her 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 his/her 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 his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her 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 assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

State Of Michigan Contact

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Outcome 1B

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 his/her last assessment.

Use

These data are used to report to USED for the Part B State Performance Plan (SPP), 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, 2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related to this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

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Outcome 2A

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 (SPP), 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 his/her 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 his/her 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 his/her 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 his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her 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 assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

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Outcome 2B

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 his/her last assessment.

Use

These data are used to report to USED for the Part B State Performance Plan (SPP), 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, 2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related to this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

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Outcome 3A

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.

Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; contributing to own health and safety, following rules, assisting with hand washing, avoiding inedible objects; getting from place to place, mobility; using tools, forks, strings attached to objects; physical health; and responsibility and independence.

Use

These data are used to report to USED for the Part B State Performance Plan (SPP), 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 his/her 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 his/her 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 his/her 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 his/her age most of the time and/or in most situations. Child's behaviors and skills are considered mostly appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.
7	Completely	Child consistently shows functioning expected of a child his/her age in all or nearly all situations. Child's behaviors and skills are considered appropriate for his/her 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 assessment being reported (Entry or Exit).
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Early Childhood Special Education Assessment component is submitted.

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Outcome 3B

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 his/her last assessment.

Use

These data are used to report to USED for the Part B State Performance Plan (SPP), 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, 2], [Yes/No], [true/false]) which indicates the child's acquisition of new skills or behaviors since his/her last assessment, related to this outcome.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic may only be reported when the characteristic Exit Assessment Date contains a valid date.
- Do not submit blanks, as they are not acceptable 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 you are required to submit it by another business rule.

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Early On Component

MSDS collects *Early On* data in the Fall, Spring, End Of Year (EOY) General and Student Record Maintenance (SRM) Collection to meet state and federal reporting requirements.

Districts are responsible for how they wish to track their day-to-day *Early On* data that was previously collected in MICIS.

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

Initial IFSP Component
Early On Component
Part C Assessment Component
Part B Referral Component

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

The Early On Component is used to collect data in the general collections related to children who are receiving *Early On* services or who have exited Part C since the last data collection. 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 (IFSP), and the timely start of services and program exit information when applicable.

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
Service Code	List of Values	4	Required	Yes	1
Current IFSP Date	Date	5	Required	No	1
Timely Start of Service	List of Values	6	Required	No	1
Part C Exit Reason	List of Values	7	Optional	No	1
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

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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

ISD personnel are responsible for reporting *Early On* data in the MSDS. Please be sure these people 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 will also need to be 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.

Which students do we report and when do we report them?

- In the Fall General Collection, you must report all children receiving services under an IFSP or who have exited Part C since your MSDS end-of-year submission.
- In the Spring General Collection, you must report all children receiving services under an IFSP or who have exited Part C since the Fall General Collection.
- In the EOY General Collection, you must report all children receiving services under an IFSP or who have exited Part C since the Spring General Collection.
- **NEW -** In the SRM Collection, you may report all children receiving services under an IFSP or who have exited Part C in between General Collections.

What do we report?

Report data for children who are receiving, or who are eligible to receive *Early On* or special education services based on an IFSP, or who have exited Part C since the last data collection. These children may or may not be receiving special education services.

When Is This Component Required?

This component may only be submitted for *Early On* children who are currently receiving services or for those children who have exited Part C since the last data collection. When this component is submitted, the record must include:

- A valid code submitted in the Service Coordinating Agency characteristic.
- A valid code submitted in the Primary Service Setting characteristic.
- One or more valid code(s) submitted in the Service Code(s) characteristic. Up to five codes may be reported per record. The first code reported should be flagged by the system as primary.
- A valid date in the Current IFSP Date characteristic.
- A valid code in the Timely Start of Service characteristic.

Required for Students with IFSPs or IEPs

A child with disabilities, who is participating in *Early On* services, must have an IFSP when under 2 1/2 years of age. *Early On* children age 2 1/2 to 3 years of age may have an IFSP or an IEP. These children are identified by submitting a code in the Primary Disability characteristic in the Special Education Component. The following data must be submitted for children reported as participating in special education:

- Primary Disability
- IEP Date (this is the IFSP date for *Early On* children who are age 2 1/2 or younger). For children over 2 1/2, this may be the IFSP date, or the IEP date, if the IEP has been held.
- Program Service Code or Support Service (at least one code in either characteristic)
- Primary Educational Setting
- Placed By Another District IEP (Yes/No)

Failure to submit all of the above data will result in record-level errors.

Some children may also need to be reported with the following data:

- Secondary Disability
- Special Education Exit Reason and Special Education Exit Date
- Section 52 FTE or Section 53 FTE

Submitting children without the above characteristics will not cause errors; however, failing to report these data when they apply to the child will cause the district's data to be inaccurate.

See the Special Education Component for further details.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Service Coordination Agency

Characteristic System Name

ServiceCoordAgency

Definition

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

Use

CEPI and MDE use these data for grant compliance, tracking and for 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.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Early On Component.

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Primary Service Setting

Characteristic System Name

PrimaryServiceSetting

Definition

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

Use

CEPI and MDE use these data for grant compliance, tracking and for 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 student's services are being provided.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Early On Component.

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Service Code

Characteristic System Name

ServiceCode

Definition

These codes describe the type of services provided through Part C. Report at least one code. Up to five codes may be reported per record. The first code reported should be flagged by the system as primary.

Use

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

Citation

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

Specification

List of values (choose from list)

Code		Text
801	Audiology	1. Identification of children with auditory impairment, using at risk criteria and appropriate audio logic screening techniques; 2. Determination of the range, nature, and degree of hearing loss and communication functions, by use of audio logical evaluation procedures; 3. Referral for medical and other services necessary for the habilitation or rehabilitation of children with auditory impairment; 4. Provision of auditory training, aural rehabilitation, speech reading and listening device orientation and training, and other services; 5. Provision of services for prevention of hearing loss; and 6. Determination of the child's need for individual amplification, including selecting, fitting, and dispensing appropriate listening and vibrotactile devices, and evaluating the effectiveness of those devices.
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.

Code		Text
803	Health services	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. The term **includes** such services as 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. The term does not include 1. Services that are a. Surgical in nature (such as cleft palate surgery, surgery for club foot, or the shunting of hydrocephalus); or b. Purely medical in nature (such as hospitalization for management of congenital heart ailments or the prescribing of medicine or drugs for any purpose). 2. Devices necessary to control or treat a medical condition. 3. Medical-health services (such as immunizations and regular "well-baby" care) that are routinely recommended for all children. *Note: The definition in this section distinguishes between the health services that are required under this part and the medical-health services that are not required.*
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.
805	Nursing services	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	1. Conducting individual assessments in a. Nutritional history and dietary intake; b. Anthropometric, biochemical and clinical variables; c. Feeding skills and feeding problems; and d. Food habits and food preferences; 2. Developing and monitoring appropriate plans to address the nutritional needs of children eligible under this part; and 3. Making referrals to appropriate community resources to carry out nutrition goals.

Code		Text
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. These services are designed to improve the child's functional ability to perform tasks in home, school, and community settings, and include 1. Identification, assessment and intervention; 2. Adaptation of the environment, and selection, design, and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills; and 3. Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.
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. These services include 1. Screening, evaluation, and assessment of infants and toddlers to identify movement dysfunction; 2. Obtaining, interpreting, and integrating information appropriate to program planning to prevent, alleviate, or compensate for movement dysfunction and related functional problems; and 3. Providing individual and group services or treatment to prevent, alleviate, or compensate for movement dysfunction and related functional problems.
809	Psychological services	1. Administering psychological and developmental tests and other assessment procedures; 2. Interpreting assessment results; 3. Obtaining, integrating, and interpreting information about child behavior, and child and family conditions related to learning, mental health, and development; and 4. 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	The cost of 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.

Code		Text
812	Social work services	1. Making home visits to evaluate a child's living conditions and patterns of parent-child interaction; 2. Preparing a social or emotional developmental assessment of the child within the family context; 3. Providing individual and family-group counseling with parents and other family members, and appropriate social skill-building activities with the child and parents; 4. Working with those problems in a child's and family's living situation (home, community, and any center where early intervention services are provided) that affect the child's maximum utilization of early intervention services; and 5. Identifying, mobilizing, and coordinating community resources and services to enable the child and family to receive maximum benefit from early intervention services.
813	Special instruction	1. The design 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; 2. Curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan; 3. Providing families with information, skills, and support related to enhancing the skill development of the child; and 4. Working with the child to enhance the child's development.
814	Speech-language pathology	1. Identification of children with communication or language disorders and delays in development of communication skills, including the diagnosis and appraisal of specific disorders and delays in those skills; 2. Referral for medical or other professional services necessary for the habilitation or rehabilitation of children with communication or language disorders and delays in development of communication skills; and 3. Provision of services for the habilitation, rehabilitation, or prevention of communication or language disorders and delays in development of communication skills.

Code		Text
816	Assistive technology	(*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.*) 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. Assistive technology services include 1. The evaluation of the needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; 2. Purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities; 3. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices; 4. Coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; 5. Training or technical assistance for a child with disabilities or, if appropriate, that child's family; and 6. Training or technical assistance for professionals (including individuals providing early intervention services) or other individuals who provide services to or are otherwise substantially involved in the major life functions of individuals with disabilities.
817	Vision services	1. Evaluation and assessment of visual functioning, including the diagnosis and appraisal of specific visual disorders, delays and abilities; 2. Referral for medical or other professional services necessary for the habilitation or rehabilitation of visual functioning disorders, or both; and 3. Communication skills training, orientation and mobility training for all environments, visual training, independent living skills training, and additional training necessary to activate visual motor abilities.
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(s) indicating the Part C services provided to the child. If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- When multiple codes are reported, the first code reported in the XML file will be identified as the primary value for reporting purposes. When entering these data manually, users must identify the primary code by selecting the star next to the code. Up to five codes may be reported.
- You are required to submit this characteristic when you submit the Early On Component.

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Characteristic Tip

If a child qualified for Early On services received OT (code 807), then those services would go on the IFSP and be reported in this characteristic. If that same child was then referred for special education and found eligible for OT under Michigan Special Education, then the OT would be provided by Michigan Special Education and the service code would be listed as the special education OT code 360 in the Special Education Component.

Current IFSP Date

Characteristic System Name

CurrentIFSPDate

Definition

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

Use

CEPI and MDE use these data for grant compliance, tracking and for 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:

    <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.
- Enter the date of the most recent IFSP for this student.
- You are required to submit this characteristic when you submit the Early On Component.
- If the Current IFSP Date is more than 1 year before the Pupil Membership count day in the Fall or Spring general collections, a warning will display.
- When this characteristic is submitted in the EOY General Collection, a warning will display if the Current IFSP Date is more than 1 year before June 30.
- The date reported must be on or before the Fall or Spring 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.

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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.

Timely Start of Service

Characteristic System Name

TimelyStartOfService

Definition

Part C Indicator 1: Indicate the service start status for the services identified on the child's IFSP.

Use

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

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.
~~2~~	~~Valid reasons~~	~~At least one new service was started late, but all late starting services had a valid reason. Valid reasons for not meeting the timeline include child or parent unavailable due to exceptional family circumstances or parent has not provided consent for services.~~
~~3~~	~~Untimely services~~	~~At least one new service was started late without a valid reason. Unknown start date counts as untimely.~~
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.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Early On Component.

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Part C Exit Reason

Characteristic System Name

PartCExitReason

Definition

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

Use

CEPI and MDE use these data for grant compliance, tracking and for 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		Text
30	Age 2 ½ - 3, Part B eligible	The child has reached age 2 ½ - 3, and is *eligible for IDEA, Part B. Part B Eligible* refers to a child who has been determined according to State and Federal criteria to have a disability that requires *special education* and *related services* and who is receiving services according to an *individualized education plan*. (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
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: • 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.

Code		Text
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. *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.*
39	Moved out of state	The child moved out of state before his/her 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.
- When code 30 is submitted, the Part B Referral Component must also be reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.

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Part C Exit Date

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

CEPI and MDE use these data for grant compliance, tracking and for 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. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
- Enter the date the child ceases to receive Part C services.
- When this characteristic is reported, a valid exit reason must also be reported in the Part C Exit Reason characteristic.
- When this characteristic is reported, the date reported must be on or after the Current IFSP 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.
- The date reported must be on or before the Fall or Spring 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.

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Transition IFSP

Characteristic System Name

TransitionIFSP

Definition

Part C Indicator 8 A: 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

CEPI and MDE use these data for federal and state reporting requirements.

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.
~~02~~	~~Untimely~~	~~Prior to 2 years and 3 months is too early. After 2 years and 9 months is too late~~ ~~*The transition plan is to be held in the 6 month period between the age of 27 and 33 months.~~
~~03~~	~~Untimely for Acceptable Reason~~	~~Parent has not provided consent, OR Child or parent unavailable due to exceptional family circumstances.~~
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. This could be due to illness, provider's schedule, or a shortage of providers available.
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.

Code	Text	Description
06	Untimely: Other Provider Reason	Untimely due to other provider reason, such as: Transition plan was not written during an IFSP meeting. Prior to 2 years and 3 months is too early. After 2 years and 9 months is too late *The transition plan is to be held in the 6 month period between the age of 27 and 33 months.
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.
- 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
- A warning will display when this characteristic is blank and the child is older than 2 years 9 months.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

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Transition Conference

Characteristic System Name

TransitionConference

Definition

Part C Indicator 8 C: 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

CEPI and MDE use these data for federal and state reporting requirements.

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.
~~02~~	~~Untimely~~	~~Held prior to nine months before the child's 3rd birthday or held any time after 90 calendar days before the child's third birthday.~~
~~03~~	~~Untimely for Acceptable Reason~~	~~Parent has not provided consent.~~ ~~Child or parent unavailable due to exceptional family circumstance.~~
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. This could be due to illness, provider's schedule, or a shortage of providers available.
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. Provider may not have been informed about required timelines.
06	Untimely: Other Provider Reason	Untimely due to other provider reason, such as:

Code	Text	Description
		Prior to 2 years and 3 months is too early. After 2 years and 9 months is too late *The transition conference is to be held in the 6 month period between the age of 27 and 33 months.
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

Code	Text	Description
		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.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Enrollment Component

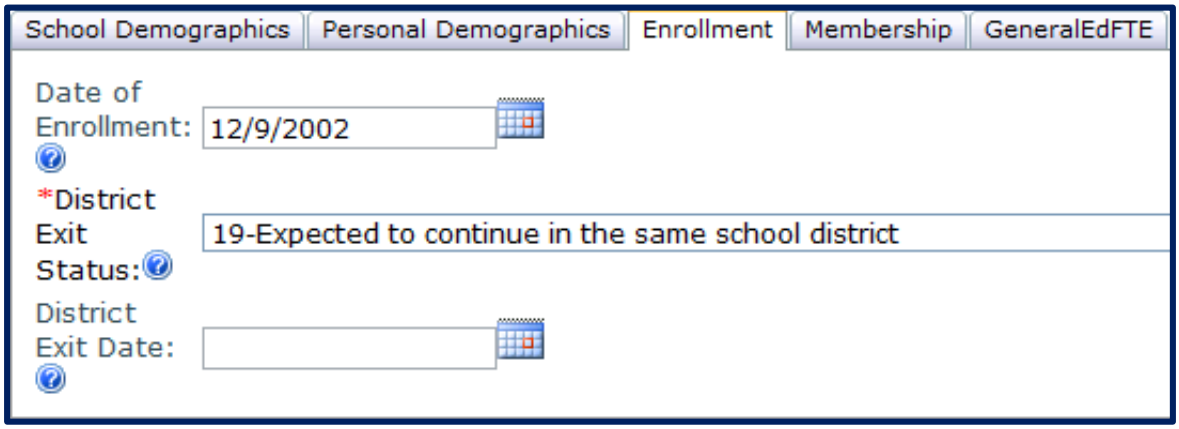
The data collected in the Enrollment Component indicate the student's current enrollment status with the operating district.

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
- Initial IEP Component – Result of Initial IEP characteristic
- Membership Component – Student Residency 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



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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 may result in failure to meet accountability scorecard criteria. There are several reports within MSDS to help you determine if you have accurately reported exited students.

- **Reports:**
  - **Missing Student Report -** Lists any student who was reported in the last general collection as continuing in your district and is not included in the current general collection. Ultimately, you should have no students appearing on this report. This report is available from both the Staging Area and Certified Data Reports. *NOTE: This report will not show students who enrolled and subsequently exited between collections. Be sure to check your local student information system (SIS) to identify these students.*
  - **Exit Status Count –** Lists the total number of students for each reported District Exit Status code. If no students are listed as having left the district, then you have not reported any exiting students. You should verify that the number of students submitted with each exit status is correct by comparing it to reports in your local SIS. This report is available from both the Staging Area and Certified Data Reports and includes the drill-down format for viewing student-level detail.
  - **Alpha List –** Lists all students included in the collection. The report includes the reported District Exit Status for each student along with an Exit Date for students reported as leaving the district. You should confirm that all students who have left the district appear on this report with the correct exit status and date. Students are listed in alphabetical order under each reported building. For more flexible sorting and filtering, run the "Alpha List for Download" report and choose the Excel format. These reports are available from both the Staging Area and Certified Data Reports.
  - **Alpha Listing of Students with PEPE -** An alphabetical listing of students and their associated primary education providing entity (PEPE) districts and buildings.

The report also specifies the collection in which the student was last reported. Using this report, you can confirm those students who remain on your district's roster as well as see any student who has a PEPE other than your district. This report is only available through Certified Data Reports or through the PEPE reports menu. *NOTE: For General Collections, PEPE is updated after the collection closeout process has been performed. For the SRM collection, PEPE is updated immediately after certification*

- **Student History:**
  Accessed through the Student Search menu, the Student History screen will show the student's current cohort status and PEPE district and building. In addition, each certified collection in which the student was included will be listed and the Exit Status reported is shown. Clicking on the collection name will bring up the details for that collection. *NOTE: For General Collections, Student History is updated after the collection closeout process has been performed. For the SRM collection, Student History is updated immediately after certification.*

Reporting Students Exiting to Cyber and Virtual Schools

Report students who withdraw from a district to attend an out-of-state cyber school or virtual school with District Exit Status code "14" (enrolled in home 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 (EEM).

If the cyber/virtual school does exist in the EEM, it is considered an in-state school. The school will be listed as either a public or nonpublic school. Report the student with District Exit Status code "08" (enrolled in another public school district in Michigan) if it is a public school. Report the student with District Exit Status code "15" (enrolled in nonpublic school) if it is a nonpublic school.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Enrollment Date

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

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

Citation

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; NCLB, 20 USC 6311

Specification

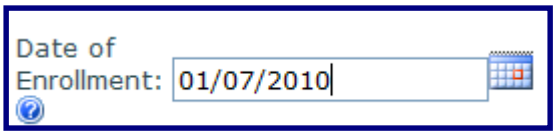
Date (only); CCYY-MM-DD

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.



- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- 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 rule applies to every student, regardless of FTE.)
- 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".
- Do not submit blanks, as they are not acceptable 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

If a student exits the district and then reenrolls, report the date of reenrollment in this field. The date in this field should not change if a student changes buildings within the same district (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.

District Exit Status

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.

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).

Use

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

Citation

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; NCLB, 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	Use for a child/student who 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, Enrollment, Membership and Initial IEP.
01	Graduated from general education with a high school diploma	Use for a student who earned a high school diploma. Include early graduates who earn high school diplomas. Also use for a student 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	Use for a student who graduated with 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	Use for a graduate receiving 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.	Use for a student who graduated 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 (GED)	Use for a student known to have passed the GED test and to be younger than 20 years of age as of the date reported in District Exit Date.
06	Completed general education with other certificate	Use for a student who 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	Use when a student, upon reaching age 16, stopped attending school and no reason was given. For special education, use when the student left school before reaching age 26 as of September 1 of the current school year without completing his/her educational program.
08	Enrolled in another public school district in Michigan	Use when a 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 his/her home address.
09	Moved out of state	Use when students and their parents/guardians physically move outside the original district of residence to another state or country. This code should also be used when a foreign exchange student left midyear to return to his/her home country.

Code	Text	Description
10	Expelled from the school district (no further services)	Use when a general education student has been permanently expelled from school by official board action. This does not include a student with disabilities receiving special education programs/services on long-term suspension or a student who is placed in an alternate educational setting. A student with this code requires further information be reported in the Discipline Component. Students who are expelled for less than the remainder of the current school year and continue to receive services should be reported with code "19" (expected to continue).
11	Enlisted in military or Job Corps	Use when the student left the school district prior to graduation to enlist in a branch of the U.S. Military.
12	Deceased	Use when a 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).
14	Enrolled in home school	Use when a student 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	Use when a student attends 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 (PSA). Use code "08".
16	Unknown	Use when the current status of the student is unknown. For reporting purposes, this student is considered a dropout, unless s/he can be located in another district.

Code	Text	Description
17	Placed in a recovery or rehabilitative program	Use when the 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	Use when the student is expected to continue normal matriculation through the educational system in the same district.
20	Special education - Received certificate of completion and exited the K-12 system	Student exited his/her 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 *Early On* program/service	Child has left early childhood or *Early On* program/service and will not be continuing in the district. NOTE: If the child has left his or her 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 completed the requirements to earn both a high school diploma and a post-secondary degree or certificate through an established early/middle college program. NOTE: Students reported with this code must be identified as early/middle college participants with the Program Eligibility Participation characteristic in the Program Participation Component.
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 through an established early/middle college program. NOTE: Students reported with this code must be identified as early/middle college participants with a Program Eligibility Participation characteristic in the Program Participation Component.

Code	Text	Description
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 may 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.)
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Enrollment Component.
- If you report this characteristic with code "00" (Not enrolled):
  - You must not submit the Enrollment Date.
  - You must not include any components in the record other than Enrollment, School Demographics, Initial IEP, Personal Core, Personal Demographics, Membership and Submitting Entity.
  - You must also submit the Initial IEP Component and it must contain 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" and a Grade or Setting other than "20" (Adult Education), the student cannot have a cohort status of "graduated".
- If you report this characteristic with code "19" and a Grade or Setting other than "20" (Adult Education), the student cannot have a cohort status of "GED Completer" unless s/he is 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 you reported 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 ~~should~~ must be "09", "10", "11", "12", "14", or "20"; otherwise, an error ~~warning~~ will occur. (Students reported with a District Exit Status code indicating graduation ~~are usually~~ must be reported in a high school grade, special education transition, or adult education. ~~"12" or "20"~~)
- 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 submit the Title III LEP and Immigrant Component and the LEP Exit Reason characteristic contains code "53" (Student graduated), then the District Exit Status characteristic must contain code "01"–"04", "40", "41" or "42".~~
- If you submit the Program Participation Component and District Exit Status contains code "40" or "41", then one of the Program Eligibility Participation characteristics must be "3500" (Early/Middle College).

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions related to **students with disabilities receiving special education programs/services**, contact:

Michigan Department of Education, Office of Special Education
Jessica Brady
517-373-7504
bradyj@michigan.gov

For questions about **children birth through 2 years of age**, contact**:**

Michigan Department of Education, Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

For questions about **children ages 3 through 5 years old**, contact:

Michigan Department of Education, Office of Great Start
517-373-8483.

For questions about **adult education**, contact:

Workforce Development Agency
Bureau of Education and Career Success
Office of Adult Education
Sandy Thelen, State Funds Coordinator
517-373-3395
thelens@michigan.gov

Characteristic Tip

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.

District Exit Date

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

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

Citation

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; NCLB, 20 USC 6311

Specification

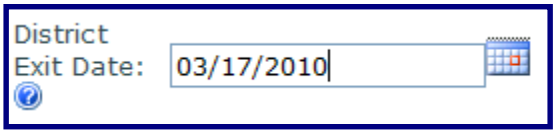
Date (only); CCYY-MM-DD

Instructions

- Place a date in this characteristic corresponding to the day after the student left the district or terminated his/her education program or service.
- 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.



- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- The date reported must be later than 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", "09", "12", "13" 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.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank in the online form unless you are required to submit it by conditional business rules.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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).

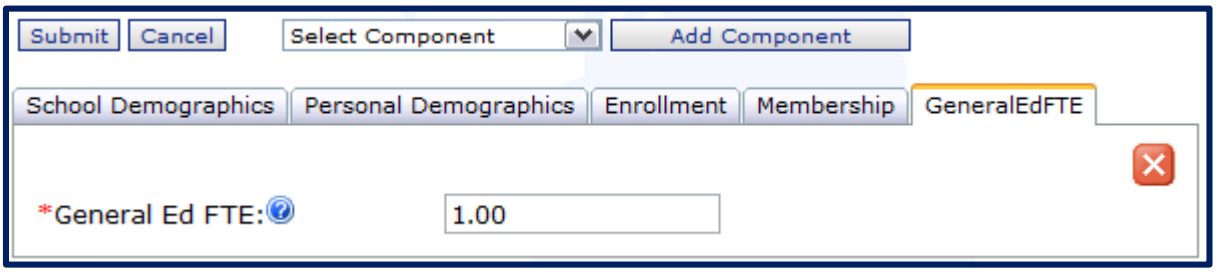
General Education FTE Component

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.**

Public Acts 222 and 223 of 2015 now allows kindergarten nonpublic or home school students to be reported with General Ed FTE. In other words, students reported with a residency code of "04", "07", "08", or "15".

Characteristic Table

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



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

<u>When Is This Component Required?</u>

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.**

Remember that **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 student may not be greater than 1.00.

Out-Of-State Students

You cannot claim students who are not residents of the State of Michigan for FTE membership. However, you should still report them if they are being served by your district. You must report these students with the code "9110" in the Program Eligibility Participation characteristic in the Program Participation Component, and should not report them with a Resident LEA Number.

Resident LEA Dependency

When a student record contains the General Ed FTE characteristic with a total FTE greater than zero, it must also contain a valid code in the Resident LEA Number characteristic in the Personal Demographics Component. An error will occur if there is no Resident LEA code.

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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

General Education FTE

Characteristic System Name

GeneralEdFTE

Definition

The full-time equivalency (FTE) 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 Michigan Pupil Accounting Manual and Section 6 of the State School Aid Act.

Use

MDE and CEPI use these data for tracking and for state school aid foundation payments.

Citation

School Aid Act, MCL 388.1606(4), 388.1606(6), 188.1606(8) 388.1606a, 388.1606b, 388.1618, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311

Specification

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

- Minimum value: 0.00
- Maximum value: 1.00

Instructions

- Enter the FTE for which the student is eligible for general instructional programs provided to pupils in grades K–12. Do not include adult education or early childhood participants.
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Only 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).
- 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). Do not enter negative values.
- You may use either tenths or hundredths, as long as you are consistent in the use of either one.
- If the reported value is greater than zero (General Ed FTE > 0.00), the student must meet 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)(*l*)(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.
- If the student is not five years of age by September 1 of the current school year, but will turn five by December 1, written notification from the parent or legal guardian must be on file stating that s/he intends to enroll the child in kindergarten in order for FTE to be claimed.

- If the sum of General Ed FTE, Section 52 FTE and Section 53 FTE 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.
- ~~There is proposed legislation to limit the amount of FTE for nonpublic and home school students enrolled in a district's shared-time program. In other words, students reported with a nonpublic ('04' and '08') or home school ('07' and '15') residency code. CEPI will post updated information if and when legislation is passed.~~
- 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 Grade or Setting is "00" and the submitted code in Student Residency is "04" or "08". (Kindergarten students attending non-public schools 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.
- Do not submit blanks, as they are not acceptable 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. The default value for online entry is "0.00".

State Of Michigan Contact

Michigan Department of Education
Office of State Aide and School Finance
Brian Ciloski
517-373-3352
CiloskiB@michigan.gov

Characteristic Tip

If you fail to submit the FTE data in the record of a student, you will receive no foundation payment for that student.

Homeless Demographics Component

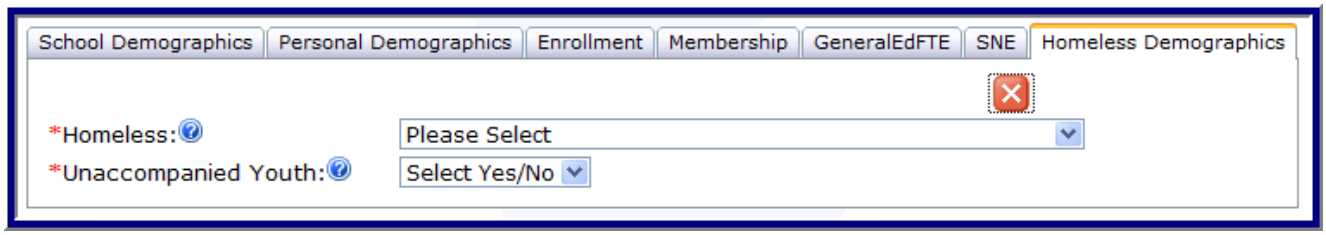
The Homeless Demographics Component is used to collect data about students who experience a period of homelessness during the current school year. A homeless-identified student is one who meets the USED criteria for homelessness for any period of time within the school year. The student becomes eligible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

The Every Student Succeeds Act (ESSA) increases resources for homeless students by expanding the availability and use of Title IA funds, and by raising the authorized funding level for the McKinney-Vento Act's Education for Homeless Children and Youth program. There are changes to how students in Foster Care are to be reported. Students in Foster Care will no longer be reported within the Homeless Component but will fall under the auspices of Title I instead.

In addition to the Homeless Demographics Component, you should include the Supplemental Nutrition Eligibility (SNE) Component on records for homeless students, as it helps provide reporting information regarding homeless served. However, even if you do not report SNE data for them, all homeless-identified students will be counted as part of your district's supplemental nutrition count, which is used to determine the economically disadvantaged subgroup. Please refer to the SNE Component details for additional information.

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



Component Validation Rules

These rules apply to the component as a whole. Refer to the Characteristic Detail section for more detailed rules related to specific characteristics within this component.

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 you have reported the student as homeless, it is not necessary for the same district to re-report this component during the current school year; the student will be identified as homeless and eligible for services for the full school year. Additionally, if a student has been reported as Homeless in a previous collection during the school year, a warning will occur if the Homeless Component is not submitted, and you may wish to check if the student is still eligible for services. However, if a homeless student who was originally reported as not meeting the criteria to be identified as an unaccompanied youth becomes eligible later in the school year, you must submit a record containing a positive value ("True", "1" or "Yes") in the characteristic Unaccompanied Homeless Youth.

NOTE: *A student who has been reported in a certified MSDS collection as homeless is identified as eligible for homeless services for the full school year.* ***Once a student is identified as homeless, submitting another certified record without the Homeless Demographic Component does NOT change his/her homeless status.*** *Likewise, once a homeless student has been identified as an unaccompanied youth, his/her status will remain as such for the school year. Although the MSDS will allow you to submit a subsequent record with a negative value ("False", "0", or "No") in the Unaccompanied Homeless Youth Characteristic it will NOT change the student's status.* ***Please contact CEPI customer support if you discover that a student was reported as homeless or as an unaccompanied youth in error.***

Supplemental Nutrition Eligibility

Students who are identified as being homeless are eligible for free milk and/or meals through the Child Nutrition Program. If you include the Supplemental Nutrition Eligibility Component in the students' records, you must report code "1" in the SNE characteristic. An error will occur if you report the SNE characteristic with code "2".

NOTE: *The MSDS 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. The determination of your district's* ***economically disadvantaged subgroup*** *is based on students who are identified as eligible for free or reduced-price meals or milk. Therefore, it is imperative that your district's homeless liaison be involved in the review of the* ***Staging Area Reports*** *before certifying the collection.*

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Primary Nighttime Residence (Homeless)

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.

Foster Children will no longer be eligible for McKinney-Vento Homeless Education after ESSA goes into effect on July 1, 2016, This code within Primary Nighttime Residence is being removed as an option to select. For students awaiting foster care being reported prior to December 10, 2016, please select code 10 – Shelters.

Use

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

Citation

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.) Students awaiting foster care being reported prior to December 10, 2016 should be reported with this code.
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.
~~12~~	~~Awaiting Foster Care Placement/ Temporary Foster Care~~	~~A student awaiting foster care placement is defined as homeless under the McKinney-Vento Homeless Assistance Act. Additionally, a student placed in a foster care home is considered temporarily placed, thus eligible for McKinney-Vento services, until that student is in the foster care home for a minimum of six (6) months.~~

Code	Text	Description
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."
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 he or she was first identified as homeless within your district during a given school year.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Homeless Component.

State Of Michigan Contact

Michigan Department of Education
Office of Field Services, Special Populations Unit
Pam Kies-Lowe, Homeless Education Consultant
517-241-1162
Kies-LoweP@michigan.gov

Characteristic Tip

When a student has more than one type of nighttime residence, report the nighttime residence of the student at the time he or she was first identified as homeless within your district during a given school year. If the homeless identified student moves districts during the school year, the new district would report the current nighttime residence within their district.

Unaccompanied Youth Status

Characteristic System Name

UnaccompaniedYouth

Definition

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

Use

CEPI and MDE use these data for federal and state reporting requirements.

Citation

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.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Homeless Component.

State Of Michigan Contact

Michigan Department of Education
Office of Field Services, Special Populations Unit
Pam Kies-Lowe, Homeless Education Consultant
517-241-1162
Kies-LoweP@michigan.gov

Characteristic Tip

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

Initial IEP Component

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 Service Plan.

Do not report the component for children less than two years, six months of age. Do **not** report data in this component for a student who is 26 years old or older as of September 1 of the current school year. Do not report annual IEP data in this component.

The Initial IEP must be reported in the school year the student is found eligible for services, even if the services will not begin until the next school year. This includes children over 2 years 6 months of age who have an Initial IEP and are found not eligible.

Report any initial IEPs that have been requested (Date of Parental Request is on or before June 30th of current school year) but that will not be completed until after June 30. These records will need to be reported in the EOY General Collection with only the Date of Parental Consent included. They will need to be reported with the rest of the component's data in the fall either through the Fall General or the SRM collection for the new school year.

Report any completed initial IEPs where the child was found eligible for services but will not begin receiving them until after June 30th of the current school year.

- If the student is not currently enrolled in your district, report him/her with Exit Status code "00" (not enrolled) and include the Initial IEP component. Note: You will receive a warning for reporting the student as eligible but not enrolled. As long as you have confirmed the student is not enrolled, you can certify with this warning.
- If the student is currently enrolled in your district, report the record including the Initial IEP component, but NOT the Special Education component. To avoid potential duplication, please do NOT report the Initial IEP component again in the fall for these students

In addition to the Initial IEP Component, you may also need to include in the student record the following component:

- Special Education Component

If a student is found eligible for special education programs and/or services, report all characteristics in the Special Education Component. If the student was evaluated and found not eligible for special education programs and/or services, or was found eligible but the family refused services, then do **not** report the record with the Special Education Component Data. Please refer to the applicable component details for additional information.

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

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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.
- A district is in receipt of parental consent for an initial evaluation of a student who was exited from special education. This is an initial IEP.
- A district enrolls an eligible student with an IEP who transferred from another state. This is reported in the MSDS as an initial IEP.

NOTE: In the case of a student moving into Michigan with an IEP, the district **must** immediately provide the student with a free appropriate public education as required by The Michigan Administrative Rules for Special Education and The IDEA. Report code "22" in the characteristic "Timeliness Of Initial IEP" to identify these students.

If you have questions related to a student who moves in and out of Michigan repeatedly, please contact the Office of Special Education.

When Is This Component NOT Applicable?

Do not report this component for children less than two years, six months of age. Students older than age two years, six months who have an active IEP (Part B) at the time the written request for an evaluation is received must not be reported with this component.

Do not report the results of an IEP in the Initial IEP Component in the following situations:

- Any re-evaluation. This is not an initial IEP.
- A student transfers into your district from another Michigan district where he/she was eligible for special education programs and/or services. The student was not officially exited from special education by the other Michigan district, therefore, the student is still eligible. This is not an initial IEP.
- Do not report an Initial IEP for children birth through two years, six months old (birth to 30 months) in this component. Complete the Initial IFSP Component.

If you are not sure if the result of an IEP constitutes an initial IEP, please contact the Office of Special Education for additional guidance.

Michigan Department of Education
Office of Special Education
Jayme Kraus
517-373-0346
KrausJ1@michigan.gov

Reporting Students When Parental Consent for Special Education Programs/Services is Not Received

Code "3" in the characteristic "Result Of Initial IEP" is used to capture data about any students who have been found eligible for special education programs and/or services, but whose parents decline the offer of a free appropriate public education.

For example:

The student is referred for evaluation and parental consent is obtained. The student is evaluated and found eligible for special education programs and/or services. The parent refuses to give consent for special education programs and/or services offered to the student by your district. Because the student did not begin receiving special education programming and/or services, only the Initial IEP Component should be included in the student record. **Do not** include the Special Education Component.

If you are not sure if a referral should be considered an initial IEP, please contact the Office of Special Education (OSE) for additional guidance.

Michigan Department of Education
Office of Special Education
Jayme Kraus
517-373-0346
KrausJ1@michigan.gov

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Date of Parental Consent

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

CEPI and MDE use these data for IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

Citation

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

Specification

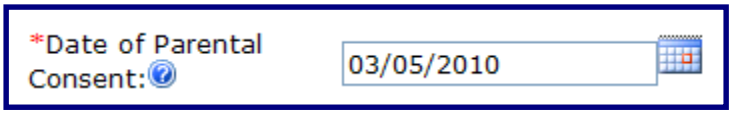
Date (only); CCYY-MM-DD

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.

- You are required to 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, the reported date in this characteristic should be after the date of the previous initial IEP parental consent date.
- If the student has been exited from special education, the reported date in this characteristic should be 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.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jayme Kraus
517-373-0346
KrausJ1@michigan.gov

Initial IEP Completion Date

Characteristic System Name

InitialIEPCompletionDate

Definition

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

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 (IDEA) regulations at 34 CFR §§ 300.301 and 300.323; Michigan Administrative Rules for Special Education R 340.1721b.

Specification

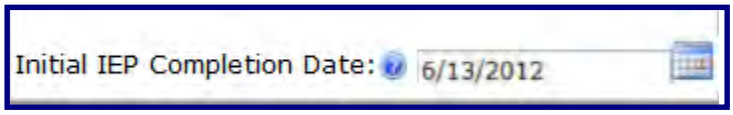
Date (only); CCYY-MM-DD

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. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



- 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.
- The date reported in this characteristic must occur on or after the student's Date of Birth (Personal Core Component). An error will be generated if the date submitted is before the student's birth date (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.)
- Blanks are not accepted in an XML file upload. If the Initial IEP Component is submitted with a student record, this characteristic must contain a date.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jayme Kraus
517-373-0346
KrausJ1@michigan.gov

Timeliness of Initial IEP

Characteristic System Name

TimelinessOfInitialIEP

Definition

The timeliness status for the evaluation of eligibility.

Use

CEPI and MDE use these data for IDEA reporting, including the Annual Performance Report (APR) 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.
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.

Code	Text	Description
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 consent	The child's parent(s) or guardian(s) revoked consent for evaluation.
20	IEP Not Completed: Parent did not make child available	The district made an attempt to evaluate the child, but his/her 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.
- 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.
- Submit this characteristic in the reporting period during which the evaluation and IEP were completed.
- 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 characteristic Date of Parental Consent.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jayme Kraus
517-373-0346
KrausJ1@michigan.gov

Characteristic Tip

When reporting a student from out of state, submit the Initial IEP Component with Result of Initial IEP code "1" (Found Eligible) and the timeliness code of "22". The Special Education Component should also be submitted with the child's primary disability and the Special Education programs and/or services being provided until a new IEP can be conducted. Once you have conducted your own IEP and the student is found eligible or not eligible, you then submit the Special Education Component in either the SRM Collection or the next General Collection. Within that submission, report the newer IEP date and whatever services they will be receiving or the exit information if they were found not eligible for services. Do not resubmit the Initial IEP Component.

Result of Initial IEP

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

CEPI and MDE use these data for IDEA reporting, including the Annual Performance Report (APR) 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 enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you report code "2" or "3" in this characteristic and already has a value in the Primary Disability characteristic in the Special Education Component, you must exit the student from Special Education.
- Do not submit blanks, as they are not acceptable 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 you are required by another business rule to enter it.
- 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.
- 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.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jayme Kraus
517-373-0346
KrausJ1@michigan.gov

Characteristic Tip

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

Days Beyond Timeline

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

CEPI and MDE use these data for IDEA reporting, including the Annual Performance Report (APR) 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 you enter anything other than a whole number, 0 through 365, the system will generate a file-level error and will reject the file upon upload.
- Do not submit blanks, as they are not acceptable 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 you are required by another business rule to enter it.
- If the characteristic Timeliness of Initial IEP contains code "13", "14", "15", "16" or "17", then this characteristic must contain a value greater than zero.
- If the characteristic Timeliness of Initial IEP 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.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jayme Kraus
517-373-0346
KrausJ1@michigan.gov

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.

Part C Transition Timeliness

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

CEPI and MDE use these data for IDEA reporting, including the Annual Performance Report (APR) 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 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 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.
- If the characteristic Part C Transition Timeliness 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.

State Of Michigan Contact

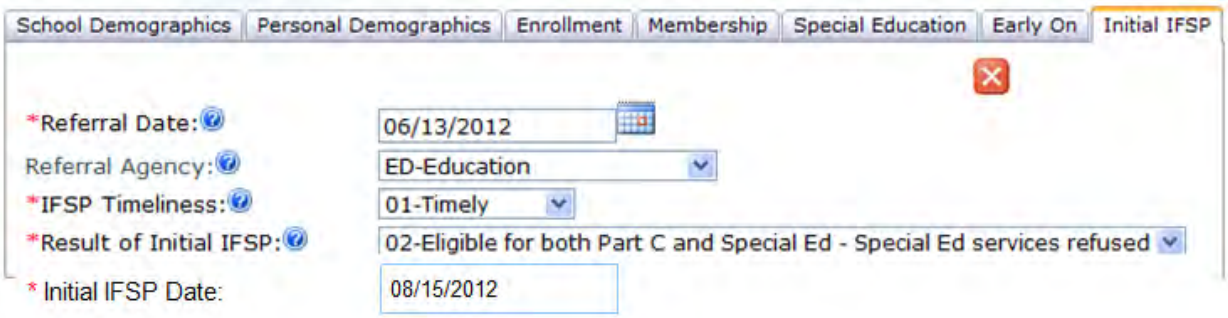
Michigan Department of Education
Office of Great Start
517-373-8483

Initial IFSP Component

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 (IFSP) 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



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

<u>When Is This Component Required?</u>
The Initial IFSP Component must be reported when a child has been determined to be eligible for early intervention services and parent(s) have provided consent for services. The Initial IFSP Component is expected to be reported only once per single continuous period of service under Part C. A child may have additional data submitted in the Initial IFSP Component when there has been a separation of service (e.g., the child exits Part C and is referred back for services at a later date).

You are required to submit the Initial IFSP Component when a child age zero to 3, who was not participating in early intervention or special education services, is found eligible for early

intervention and/or special education services and now has a signed IFSP providing consent for services. You must report the IFSP in the Initial IFSP Component in the following situations:

- A child who has never received early intervention or special education services is found eligible for early intervention and/or special education services and now has a signed IFSP.

  For example:
  Situation 1 – A child age zero to 3 years of age who has not previously had an IFSP for early intervention or special education services is found eligible for early intervention and/or special education services and now has a signed IFSP. This is an initial IFSP.

  Situation 2 – A child age zero to 3 years of age who had a previous referral for early intervention and/or special education services but who was found not eligible has a new referral and is found eligible for early intervention and/or special education services and now has a signed IFSP. This is an initial IFSP.

  Situation 3 – A child age zero to 3 years of age previously participating in early intervention or special education services within your ISD has been officially exited from them. This child subsequently receives a new referral for an evaluation and is found eligible for early intervention and/or special education services and now has a signed IFSP. Because the child was not currently receiving services under an IFSP, this is considered an initial IFSP.

  Situation 4 – A child moves into a different ISD. The child had previously participated in early intervention or special education services and was officially exited from one or both of those services by the previous ISD. Once residing in the new ISD, the child receives a referral for an evaluation and is found eligible for early intervention and/or special education services and now has a signed IFSP. Because the child was not currently participating in early intervention or special education services under an IFSP, this is considered an initial IFSP.

- A child moves into Michigan with a current IFSP from another state and is residing in your ISD. The child is referred for an evaluation and is found eligible for early intervention and/or special education services and now has a signed Michigan IFSP. This child was not currently participating in early intervention or special education programs or services in the state of Michigan, therefore, this is considered an initial IFSP.

  If you have questions related to a student who moves in and out of Michigan repeatedly, please contact the Office of Special Education (OSE) and/or the Office of Great Start.

When Is This Component Not Required?

ISDs do not need to report the Initial IFSP Component until the IFSP is complete. Children found not eligible based on the comprehensive evaluation which is completed prior to the Initial IFSP are not reported in MSDS.

Do not submit the Initial IFSP Component in any instance when an IFSP is held for a child currently participating in early intervention or special education programs or services. By definition, an initial IFSP only applies to children who are not currently participating in these programs or services. Do not report the results of an IFSP in the Initial IFSP Component in the following situations:

- A child currently participating in early intervention or special education programs and/or services is referred for an evaluation for a different service.
- An annual IFSP meeting is held for a child currently participating in early intervention or special education services. An annual IFSP is not reported in this component.
- A child moves into your ISD from an ISD where he/she was participating in early intervention and/or special education programs and/or services. The child was not officially exited from those services by the other ISD. Therefore, the child is still eligible for services under the IFSP from the previous ISD. This is not an initial IFSP.

Additionally, do not submit the Initial IFSP Component when children are over age 3 years of age. These children will require an Initial IEP evaluation.

Reporting Students When Services Are Refused

Code "02" in the characteristic "Result Of Initial IFSP" is used to capture data about any children who have been found eligible for special education services, but whose parents decline services. When special education services are declined before the child begins receiving them, you must report this code.

> **For example:**
> The child is evaluated, found eligible, and an initial IFSP is completed and parental consent is obtained. The child is also found eligible for special education services. The parent refuses the special education services offered by your ISD. Because the child did not begin receiving special education services, only the Initial IFSP Component should be included in the child's record. Do not include the Special Education Component.

If you are not sure if an IFSP should be considered an initial IFSP, please contact the Office of Great Start for additional guidance.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Referral Date

Characteristic System Name

ReferralDate

Definition

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

Use

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) 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.

- 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 count date in the Fall or Spring general collections and prior to June 30 in the EOY General Collection.
- The Referral Date cannot be a future date.
- The Referral Date must be greater than or equal to the child's date of birth.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Referral Agency

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

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) 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.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Timeliness of IFSP

Characteristic System Name

IFSPTimeliness

Definition

Indicate if the IFSP was completed within the required timeline.

Use

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) submitted to USED.

Citation

34CFR 303.342(a); 303.310

Specification

List of values (choose from list)

Code	Description
01	Timely
02	Untimely
03	Untimely for Acceptable Reason

Instructions

- Choose/enter the code that best represents the timeliness of the Initial IFSP.
- 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.
- 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).

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Result of Initial IFSP

Characteristic System Name

ResultofInitialIFSP

Definition

Indicate the results of the eligibility determination.

Use

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) 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 refused
03	Eligible for Part C Only
04	Eligible for Both Part C and Special Ed – Part C services declined

Instructions

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

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Initial IFSP Date

Characteristic System Name

InitialIFSPDate

Definition

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

Use

CEPI and MDE use these data for NCLB and IDEA reporting, including the Annual Performance Report (APR) 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.

- 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 count date in the Fall and Spring general collections, and on or before June 30 in the EOY General Collection.
- 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.

State Of Michigan Contact

Michigan Department of Education, Office of Great Start
Colleen O'Connor
517-241-4291

Oconnorc1@michigan.gov

Title III English Learner (EL) and Immigrant Component

(Formerly known as LEP Component)

The EL Component was renamed at the request of MDE's Office of Field Services in order to clarify that more data are being collected than just EL programming NOTE: only the common name of this component has changed. The system name and XML tags remain "LEP" so that your vendors will not need to make changes. CEPI collects data in this component about students who have been identified as having limited English proficiency.

As part of CEPI's ongoing commitment to reduce the data burden for districts, the following characteristics in the EL component that no longer meet legislated reporting requirements have been retired for the 2016-2017 school year:

- LEP/Immigrant Funding
- LEP Exit Reason

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
~~LEP / Immigrant Funding~~	~~List of Values~~	~~1~~	~~Required~~	~~Yes~~	~~Unbounded (1 per code)*~~
LEP Instructional Program	List of Values	~~2~~1	Required	Yes	Unbounded (1 per code)*
Primary Language	List of Values	~~3~~2	Required	No	1
Home Language	List of Values	~~4~~3	Conditional	Yes	Unbounded
~~LEP Exit Reason~~	~~List of Values~~	~~5~~	~~Conditional~~	~~No~~	~~1~~
LEP Exit Date	Date	~~6~~4	Conditional	No	1
LEP Re-Entry Date	Date	~~7~~5	Optional	No	1

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

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

When Is This Component Required?

This component is required when a student has been identified as EL and is eligible for services and to insure eligibility for Title III funding. If a student has been reported as EL eligible-in the past 12 months and has not been reported with a LEP exit date, an error will occur if the Title III EL component is not submitted. Additionally, if a student has been exited 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.

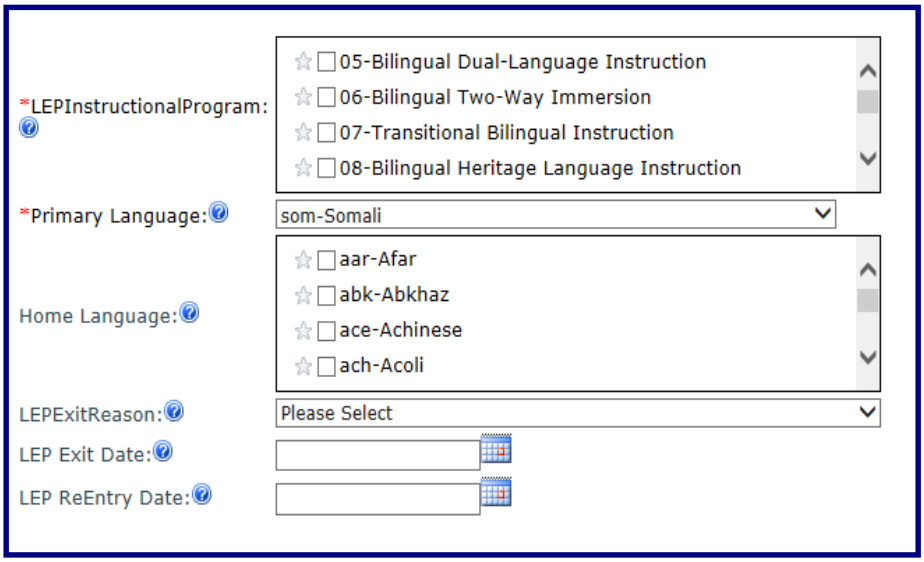
It is also required when an English Learner student is identified as Immigrant and is eligible to receive Immigrant services, they must be reported with code 9130 in the Program Participation Component.

Exiting EL Students

EL students may be exited from EL eligibility and/or services either by testing Proficient on the WIDA assessment test or when they graduate from the district. If a student tests proficient they should be exited using the LEP Exit Date within the EL Component. If a student is graduating, but hasn't passed the WIDA, they will only be exited in the Enrollment Component. If a student tests proficient and is graduating, it is expected that both the LEP Exit Date within the EL Component and the District Exit Status & District Exit Date within the Enrollment Component would be completed.

Primary Codes

This component is not multi-valued; however, you can submit the LEP Instructional Program and Home Language characteristics multiple times through this component (up to once per code). If you include more than one occurrence of the LEP Instructional Program or Home Language characteristics in the record, MSDS will identify the code contained in the first occurrence in the XML file as the primary value for reporting purposes. When entering these data manually, identify the primary code by selecting the star next to the code. If only one code is selected, that code will be considered primary.



~~You cannot select a primary code for LEP/Immigrant Funding.~~

The EL section of this student record in the XML file would look similar to this: ~~(NOTE: the characteristic system name for Native Home Language is "PrimaryLanguage" and "FundingParticipation" for LEP/Immigrant Funding):~~

```
<LEP>
<LEPInstructionalProgram>13</LEPInstructionalProgram>
<PrimaryLanguage>chk</PrimaryLanguage>
<HomeLanguage>eng</HomeLanguage>
<LEPExitDate>2011-09-15</LEPExitDate>
</LEP>
```

Language Codes

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

Definition of English Learner

(According to Every Student Succeeds Act)

http://www.ed.gov/legislation/ESEA02/

Title IX General Provisions, Part A Definitions

Section 9101 (25) Limited English Proficient: The term "limited English proficient," 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 State's proficient level of achievement on State assessments described in section 1111(b)(3);

(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

(According to Every Student Succeeds)

http://www2.ed.gov/policy/elsec/leg/esea02/pg50.html#sec3301

Section 3301(6) of Title III defines "immigrant children and youth" as individuals:

(A) who 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.

* The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

**Additionally, the United States Department of Education defines Foreign Exchange students as meeting the Immigrant criteria and should be reported as such, if they require English Learner services

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

RETIRED LEP/Immigrant Funding

This characteristic is no longer used to meet legislated reporting deadlines and therefore has been retired for the 2016-2017 school year.

LEP Instructional Program

Characteristic System Name

LEPInstructionalProgram

Definition

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

Use

The Every Student Succeeds Act, as well as requirements of the US Office of Civil Rights (Lau v. Nichols), require us to track English Learner students, whether or not these students are receiving services funded by Title III (federal) or by a locally funded English Acquisition Program.

Citation

NCLB, 20 USC 6913; 20 USC 6894

Specification

List of values (choose from list)

Code	Text	Description
04	Sheltered Instruction Observation Protocol (SIOP)	The SIOP model uses instructional strategies connected to eight components that address the linguistic and academic needs of English learners, which include Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review & Assessment. When applying SIOP, teachers infuse both language and content objectives by including metacognitive, cognitive, and social/affective strategies along with scaffolding techniques in order to support students' learning, practicing, and developing independent learning skills.
05	Bilingual Dual-Language Instruction	The goal of these bilingual programs (also known as two-way or developmental) is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language.
06	Bilingual Two-Way Immersion	Bilingual two-way immersion is a program in which a second language (English) is used along with the student's first language for curriculum instruction during some part of elementary or secondary schooling. The goal of two-way immersion programs is functional competence in both languages.

Code	Text	Description
07	Transitional Bilingual Instruction (TBI)	This program, also known as early-exit bilingual education, utilizes a student's primary language instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining and developing skills in English. The primary purpose of a TBI program is to facilitate the English-language learner's transition to an all-English instructional program, while receiving academic subject instruction in the native language to the extent necessary.
08	Bilingual Heritage Language Instruction	An instructional program that aims to develop fully bilingual and bi-literate students by conducting core curriculum classes in English and in the student's home language.
09	English As a Second Language (ESL) Instruction	A program of techniques, methodology, and special curriculum designed to teach English-language learners skills, which may include listening, speaking, reading, writing, study skills, content vocabulary and cultural orientation. ESL instruction is usually in English with little use of the native language.
10	Sheltered ESL Instruction	An instructional approach used to make academic instruction in English understandable to English language learners. In the sheltered classroom, teachers use physical activities, visual aids and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.
11	Structured English Immersion	The goal of this program is acquisition of English language skills so that the English language learner can succeed in an English-only mainstream classroom.
12	Content-based English as a Second Language	This approach makes use of instructional materials, learning tasks and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
13	Newcomer Program	Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English-language development programs or mainstream classrooms with supplemental ESL instruction).
14	Other Program	Student participates in an LEP program other than one described.
15	Refused Services	The student is LEP eligible but is not receiving services because services have been refused.

Code	Text	Description
16	No Services Offered	No EL services are offered by the district. NOTE: Under Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color or national origin, 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. A complete discussion of the law and guidance is available at: http://www.ed.gov/about/offices/list/ocr/ell/index.html.

Instructions

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

State Of Michigan Contact

Michigan Department of Education
Office of Field Services, Special Populations Unit
Shereen Tabrizi
517-373-6066
TabriziS@michigan.gov

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).

Primary Language

Characteristic System Name

PrimaryLanguage

Definition

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

Use

The Every Student Succeeds Act legislation, as well as requirements of the US Office of Civil Rights (Lau v. Nichols), require us to track English Learner students, whether or not these students are receiving services funded by Title III (federal) or by a locally funded English Acquisition Program.

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* (http://www.loc.gov/standards/iso639-2/php/code_list.php). These are the codes used by USED for reporting.

  There are a number of languages that are not included on this list. Please follow the directions below for reporting languages that do not appear on the ISO 639-2 listing of language codes.

  - 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.
  - When a student's language is not included on the ISO list of permitted codes, please code the language as: "mis" [Miscellaneous Language (Uncoded)].
  - Only use the code "und" (Undetermined) when the native language is unknown or truly cannot be determined.

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 enter anything other than one of the codes included in the list of language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* list, the system will generate a file-level error and reject the file upon upload.

State Of Michigan Contact

Michigan Department of Education
Office of Field Services, Special Populations Unit
Shereen Tabrizi
517-373-6066
TabriziS@michigan.gov

Home Language

Characteristic System Name

HomeLanguage

Definition

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

Use

The Every Student Succeeds legislation, as well as requirements of the US Office of Civil Rights (Lau v. Nichols), require us to track English Learner students, whether or not these students are receiving services funded by Title III (federal) or by a locally funded English Acquisition Program.

Citation

Immigration and Nationality Act, 20 USC 6825; NCLB 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* (http://www.loc.gov/standards/iso639-2/php/code_list.php). These are the codes used by USED for reporting.

  There are a number of languages that are not included on this list. Please follow the directions below for reporting languages that do not appear on the ISO 639-2 listing of language codes.

  - 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.
  - When a student's language is not included on the ISO list of permitted codes, please code the language as: "mis" [Miscellaneous Language (Uncoded)].
  - Only use the code "und" (Undetermined) when the home language is unknown or truly cannot be determined.

Instructions

- Choose/enter the code that best represents the language spoken in the student's home.
- When English is the student's primary language, you should also report the student's home language in this characteristic. **NOTE:** In order for a child to remain eligible for Title III, English Learner funding, at least one of the languages reported must ***not*** be English. If no other language is submitted, an error will be generated.

- If you enter anything other than one of the codes included in the list of language codes provided in the *ISO 639-2 Codes for the Representation of Language Names* list, the system will generate a file-level error and reject the file upon upload.
- You are required to submit at least one occurrence of this characteristic when you submit the Title III English Learner(EL) and Immigrant Component.
- You may only submit a maximum of three language codes per student record.

State Of Michigan Contact

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517-373-6066
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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.

~~*When English is entered as the primary language spoken in the home, only children who have an* ***additional*** *language reported are included for funding in the Title III Limited English Proficient grant.*~~

RETIRED LEP Exit Reason

This characteristic is no longer used to meet legislated reporting deadlines and therefore has been retired for the 2016-2017 school year.

LEP Exit Date

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

The Every Student Succeeds Act legislation, as well as requirements of the US Office of Civil Rights (Lau v. Nichols), require us to track English Learner students, whether or not these students are receiving services funded by Title III (federal) or by a locally funded English Acquisition Program.

Citation

NCLB, 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.

    LEP Exit Date: 04/16/2010

- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- You may not submit a future date in this characteristic.
- Do not submit blanks, as they are not acceptable 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 entering through the online form, unless you are required to submit it by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Field Services, Special Populations Unit
Shereen Tabrizi
517-373-6066
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LEP Re-Entry Date

Characteristic System Name

LEPReEntryDate

Definition

The date (month, day and year) that the student became re-enrolled in either an EL or an ESL 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

The Every Student Succeeds Act legislation, as well as requirements of the US Office of Civil Rights (Lau v. Nichols), require us to track English Learner students, whether or not these students are receiving services funded by Title III (federal) or by a locally funded English Acquisition Program.

Citation

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

Specification

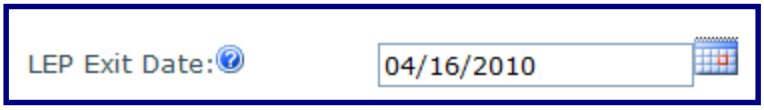
Date (only); CCYY-MM-DD

Instructions

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

    <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.



- You may not submit a future date in this characteristic.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and will reject the file upon upload.
- 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.

- Do not submit blanks, as they are not acceptable 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 enter it through the online form, unless you are required to enter it by another business rule.

State Of Michigan Contact

Michigan Department of Education
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Shereen Tabrizi
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Characteristic Tip

The date of re-entry must be after the last reported LEP Exit Date.

Membership Component

The data collected in the Membership Component are used for the determination of residency and eligibility for full-time equivalency (FTE). The Membership Component is required in all General Collections (Fall, Spring and EOY) and the Student Record Maintenance Collection. It is not allowed in any other collection.

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

As part of CEPI's ongoing commitment to reduce the data burden for districts, the following characteristics in the Membership component that no longer meet legislated reporting requirements have been retired for the 2016-2017 school year:

- Date of Count
- Ten/30-Day Rule

Additional Reporting Information:

- Date of Count: If a district conducts their Fall or Spring count day on a different day than the legislated dates (first Wednesday in October and second Wednesday in February, respectively), the district must obtain a waiver from MDE.
- 10/30 Day Rule: This pupil accounting rule is still active and a student may still be eligible for FTE under this rule's conditions. Districts must maintain the proof of eligibility for the Ten/30 Day rule for any student absent for all or part of Count Day. Documentation of eligibility will continue to be submitted to the ISD Auditors.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
~~Date of Count~~	~~Date (only)~~	~~1~~	~~Conditional~~	~~No~~	~~1~~
Student Residency	List of Values	~~2~~1	Required	No	1
~~Ten/30-Day Rule~~	~~Yes/No~~	~~3~~	~~Conditional~~	~~No~~	~~1~~

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

RETIRED Date of Count

This characteristic is no longer used to meet legislated reporting deadlines and therefore has been retired for the 2016-2017 school year.

Student Residency

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 the Pupil Accounting Manual:

http://www.michigan.gov/mde/0,1607,7-140-6530_6605-22360--,00.html

Use

CEPI and MDE use these data for compensation calculations and NCLB and IDEA reporting.

Citation

School Aid Act, MCL 388.1606(4), 388.1606(6), 388.1606a, 388.1606b, 388.1620(5), 388.1624, 388:1625, 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)
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)

Code	Text	Description
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)
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 ~~DCH~~ DHHS facility	Student resides in a DCH-licensed facility. (ISD districts only)
14	All other resident students	Student does not fall into any other resident category.

Code	Text	Description
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.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you report a code other than those approved for that entity type, an error will be generated.
- LEA Codes
  - "01" Non-resident/Non-K-12 district
  - "02" Non-resident/Section 105 school of choice (within same ISD)
  - "03" Non-resident/Section 105c school of choice (outside same ISD)
  - "04" Non-resident/Nonpublic school student
  - "05" Non-resident/No cooperative agreement, no release, not exempted
  - "06" Non-resident/All other non-resident students
  - "07" Non-resident/Home-schooled non-resident
  - "08" Resident/Nonpublic school student
  - "09" Resident/Section 24 juvenile detention facility
  - "14" Resident/All other resident students
  - "15" Resident/Home-schooled student
- PSA Codes
  - "08" Resident/Nonpublic school student
  - "09" Resident/Section 24 juvenile detention facility
  - "10" Resident/For new PSAs (Fall only)
  - "14" Resident/All other resident students
  - "15" Resident/Home-schooled resident
- ISD Codes
  - "04" Non-resident/Nonpublic school student
  - "06" Non-resident/All other non-resident students
  - "07" Non-resident/Home-schooled non-resident

  - "08" Resident/Nonpublic school student
  - "09" Resident/Section 24 juvenile detention facility
  - "11" Resident/School for the Deaf
  - "12" Resident/Section 6(4)(d) non-special education juvenile detention
  - "13" Resident/Students with emotional impairments who are served by a ~~DCH~~ DHHS facility
  - "14" Resident/All other resident students
  - "15" Resident/Home-schooled resident
- Additional 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)
- Additional 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".
- You are required to submit this characteristic when the Membership Component is reported.

State Of Michigan Contact

Michigan Department of Education
Office of State Aide and School Finance
Brian Ciloski
517-373-3352
CiloskiB@michigan.gov

For questions specific to public school academies, please contact:

Michigan Department of Education
Office of Education Improvement and Innovation
Mark Eitrem
517-241-6668
EitremM@michigan.gov

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.

RETIRED Ten/30-Day Rule

This characteristic is no longer used to meet legislated reporting deadlines and therefore has been retired for the 2016-2017 school year.

Part B Referral Component

The Part B Referral Component contains data related a child transitioning from Part C who is potentially eligible for Part B. This includes the SEA (State Education Agency) and LEA (Local Education Agency) notification, as well as parent demographic data. This component is required to be reported for children transitioning from Part C who are potentially eligible for Michigan Mandatory Special Education Services under Part B. This includes those children with an IFSP who have received or are receiving special education services between the ages of 2 years 3 months and 2 years 9 months. Therefore, this 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. These records may have a Part C Exit Reason of 30, 31, 32 or 33. ISDs or LEAs may report the Part B Referral Component and Part C Exit Code before, but no later than, the general collection immediately following the child's third birthday. Only one parent's name, address and telephone number are required to be reported. This may or may not be the person who was responsible for signing the child's IFSP.

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 Street Address	Free-Form Text	5	Optional	No	1
Parent Street Address 2	Free-Form Text	6	Optional	No	1
Parent City	Address	7	Optional	No	1
Parent State	List of Values	8	Optional	No	1
Parent Zip Code	Text	9	Optional	No	1
Parent Phone Number	Numeric	10	Optional	No	1
Parent Address Unknown	Yes/No	11	Conditional	No	1
Parent Phone Unknown	Yes/No	12	Conditional	No	1

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

- The Early On Component must be reported when this component is submitted. Therefore, this component may only be submitted by an ISD.

- This component may only be submitted if the child is 2 or older as of the collection count day (or June 30 for the EOY General Collection).

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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

SEA Notification

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

CEPI and MDE use these data for federal and state reporting requirements.

Citation

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 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.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

LEA Notification

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

CEPI and MDE use these data for federal and state reporting requirements.

Citation

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.

State Of Michigan Contact

Michigan Department of Education
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517-335-4865
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Parent Last Name

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

CEPI and 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).
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Part B Referral Component.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
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Parent First Name

Characteristic System Name

ParentFirstName

Definition

The parent's first name. Do **not** use nicknames or abbreviated names.

Use

CEPI and 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).
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Part B Referral Component.

State Of Michigan Contact

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Office of Great Start
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Parent Street Address

Characteristic System Name

ParentStreetAddress

Definition

The number and name of the location of the parent's primary address. Refer to the USPS website for a list of abbreviations that may be used as street designators. This may be a Post Office Box if no other parent address is available.

Use

CEPI and MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Free-Form Text

- Minimum length: 1
- Maximum length: 100

Instructions

- Enter the street name and house/building number of the parent's primary address at the time of reporting or as it was last known. A Post Office Box may be reported if no other street address is available for the parent.
- This characteristic should be reported unless the parent does not have an address at which he/she can receive mail.
- You should submit this characteristic when you submit the Part B Referral Component and the parent has an address at which he/she can receive mail.
- If this characteristic is not reported, the Parent Address Unknown characteristic must be reported as "Yes".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a value. You may leave the characteristic blank when entering it through the online form, except when you are required to enter it by other business rules.

State Of Michigan Contact

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517-335-4865
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Characteristic Tip

When a parent has a mailing address different from his/her street address, report the mailing address in the characteristic Parent Street Address 2.

Parent Street Address 2

Characteristic System Name

ParentStreetAddress2

Definition

The mailing address or additional street address information such as apartment or lot number, for the parent's primary residence. Refer to the USPS website for a list of abbreviations that may be used as street designators.

Use

CEPI and MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Free-Form Text

- Minimum length: 0
- Maximum length: 100

Instructions

- If this is different from the Parent Street Address, enter the mailing address or report additional information for the street address of the parent's primary address.
- This characteristic is optional but should be reported if the parent is not homeless and the parent's mailing address is different from the Parent Street Address.
- Do not submit blanks, as they are not acceptable 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 entering it through the online form.

State Of Michigan Contact

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Characteristic Tip

You may use this characteristic to report additional information about the parent's mailing or street address.

Parent City

Characteristic System Name

ParentCity

Definition

The name of the city or town where the parent lives at the time of reporting or the parent's last known city or town of residence.

Use

CEPI and MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Text (numbers and letters)

- Minimum length: 1
- Maximum length: 50

Instructions

- Enter the name of the city or town where the parent's primary address is located at the time of reporting or as it was last known.
- The entry must not begin or end with spaces or blanks.
- You should submit this characteristic when you submit the Part B Referral Component and the parent has an address at which he/she can receive mail.
- If this characteristic is not reported, the Parent Address Unknown characteristic must be reported as "Yes".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a value. You may leave the characteristic blank when entering it through the online form, except when you are required to enter it by other business rules.

State Of Michigan Contact

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517-335-4865
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Parent State

Characteristic System Name

ParentState

Definition

The two-character alphabetic code that represents the state where the student's parent(s) lives at the time of reporting or the parent(s) last known city or town of residence.

Use

CEPI and MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

List of values (choose from list)

- Refer to USPS State Abbreviations

Instructions

- Choose/enter the code that represents the state where the parent lives.
- If you enter anything other than one of the codes included on the USPS State Abbreviations list, the system will generate a file-level error and will reject the file upon upload.
- You should submit this characteristic when you submit the Part B Referral Component and the parent has an address at which he/she can receive mail.
- If this characteristic is not reported, the Parent Address Unknown characteristic must be reported as "Yes".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a value. You may leave the characteristic blank when entering it through the online form, except when it is part of a required collection.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Parent ZIP Code

Characteristic System Name

ParentZipCode

Definition

The five- or nine-digit ZIP code of the location where the student's parent(s) lives at the time of reporting or the last known code of residence. Refer to the USPS website for additional information about ZIP codes and to access or look up a code.

Use

CEPI and MDE use these data to meet federal reporting requirements.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

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

- Refer to USPS website
- Minimum length: 5
- Maximum length: 10

Instructions

- Enter the five- or nine-digit (ZIP + 4®) ZIP code for the student's primary address.
- You should submit this characteristic when you submit the Part B Referral Component and the parent has an address at which he/she can receive mail.
- If this characteristic is not reported, the Parent Address Unknown characteristic must be reported as "Yes".
- Do not submit blanks, as they are not acceptable 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 entering it through the online form, except when it is part of a required collection.

State Of Michigan Contact

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Parent Phone Number

Characteristic System Name

ParentPhoneNumber

Definition

The parent(s) or guardian(s) primary telephone number.

Use

CEPI and MDE use these data for NCLB and IDEA reporting.

Citation

34CFR 303.401(d) and 34CFR 303.209(b)

Specification

Free-Form Text

- Minimum length: 1
- Maximum length: 10

Instructions

- The preferred format for reporting is: NNNNNNNNNN.
- You should submit this characteristic when you submit the Part B Referral Component and the parent has telephone number at which he/she can receive calls.
- If this characteristic is not reported, the Parent Phone Unknown characteristic must be reported as "Yes".

State Of Michigan Contact

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Parent Address Unknown

Characteristic System Name

ParentAddressUnknown

Definition

The parent does not have an address at which he/she can receive mail.

Use

CEPI and 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 full address information (street address, city, state, zip code) is not reported, this characteristic value must be "yes".
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.

State Of Michigan Contact

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Parent Phone Unknown

Characteristic System Name

ParentPhoneUnknown

Definition

The parent does not have a telephone number where he/she can receive calls.

Use

CEPI and 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 Phone Number characteristic is not submitted, this characteristic value must be "yes".
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.

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Part C Assessment Component

The Part C Assessment Component is used to collect the entry, exit and annual child outcomes assessment data for *Early On* children. These data are reported in the Fall, Spring and EOY general collections.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Data Source	List of Values	1	Required	No	1
Other Source Comments	Text (free form)	2	Optional	No	1
Assessment Date	Date	3	Required	No	1
Assessment Type	List of Values	4	Required	No	1
Parent Input	List of Values	5	Required	No	1
Parent Input Date	Date	6	Optional	No	1
Social Relationships	List of Values	7	Required	No	1
New Social Relationships	Boolean (Yes/No)	8	Optional	No	1
Knowledge Skills	List of Values	9	Required	No	1
New Knowledge Skills	Boolean (Yes/No)	10	Optional	No	1
Actions	List of Values	11	Required	No	1
New Actions	Boolean (Yes/No)	12	Optional	No	1

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

- If the Part C Assessment Component is submitted, the Submitting Entity Code must have an entity type in EEM of "ISD."
- This component may be submitted up to three times for each student record.
- If the Part C Assessment Component is submitted, the Early On Component must also be submitted.

<u>When Is This Component Required?</u>

You must report the Part C Assessment Component when completing an entrance, exit or annual child outcomes assessment 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. A child outcomes assessment must be completed for all children who have been enrolled in *Early On* for at least six continuous months. Note that six months of service generally means six months of consecutive service. It refers to time in service, not necessarily with the same program/service provider. Given this minimum time requirement, if the child entering *Early On* is 2 1/2 years old or older, a child outcomes assessment does not need to be completed. Adding new services to a child's IFSP does not change the child's entry date for *Early On* and will not generate a new entry rating for the child outcomes measurement process.

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).

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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Data Source

Characteristic System Name

DataSource

Definition

The comprehensive assessment tool used when completing the child's assessment.

Use

CEPI and 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
A	AEPS	The AEPS system is a criterion-referenced assessment tool developed for use by direct service personnel and specialists to assess and evaluate the skills and abilities of infants and young children who are at risk and who have disabilities. The AEPS includes assessment/evaluation, curricular and family participation components for the developmental range from birth to six years. The AEPS consists of six content areas, strands within each content area, and objectives within each strand. http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdid.html
B	E-LAP	The E-LAP provides a systematic method for observing the skill development of children functioning in the birth to 36 month age-range. The purpose of this criterion-referenced assessment is to assist teachers, clinicians and parents in assessing individual development. The Early LAP contains a hierarchy of developmental skills arranged in chronological sequence in six domains of development: gross motor, fine motor, cognition, language, self-help and social-emotional. The results of the E-LAP provide a complete picture of a child's developmental progress so that individualized, developmentally appropriate, activities can be planned, implemented and monitored. This assessment can be used with any infant and toddler, including children with disabilities who are functioning below the 36-month age range. http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdip.html

Code	Text	Description
C	HELP	HELP is a flexible curriculum-based assessment process that includes a variety of assessment and intervention materials. This profile is successfully used in various settings with a variety of children and families by personnel who have varied backgrounds (e.g., community day care, Early Start programs, hospitals, and Part C early intervention programs for infants and toddlers who have developmental concerns). HELP can be used to complement standardized instruments to support "informed clinical opinion" requirements, and it can be used as an initial and ongoing assessment to help identify the child's unique strengths and needs, services appropriate to meet those needs, and the resources, priorities, and concerns of the family. http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdis.html
D	EIDP	The EIDP is a developmental assessment for children from birth to 36 months, designed for a team to use in planning intervention. It is not specifically diagnostic, but provides a range of development. This tool was developed by an interdisciplinary team including OT, PT, SLP, Psychologist and Social Worker. The team was based at University of Michigan's Institute for Study of Mental Retardation and Related Disabilities. The purpose of the profile is to identify strengths and weaknesses, provide a developmental range, identify emerging skills, allow for periodic re-assessment and bridge the gap between assessment and intervention. The format used is a parent-therapist collaboration in play based, informal assessment environment. This profile is meant to allow for training across disciplines so one professional can administer, score and interpret findings with consultation from the key professional. The EIDP uses 299 items from six domains which reflect current developmental theory. http://www.amazon.com/Developmental-Programming-Infants-Young-Children/dp/047208142X
E	Brigance	The BRIGANCE Inventory of Early Development-II is both a criterion-referenced and standardized assessment for children birth to seven years. The IED-II is organized into eleven skill areas. Each skill area is divided into developmental skill sequences. The IED-II is used to identify present levels of performance, identify goals and objectives for IFSP development, guide instructional planning, and monitor ongoing progress. The IED-II can be administered by directly eliciting skills from children, through parent or teacher interview, or through observation in the natural environment. http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdig.html
F	Other	An assessment tool other than A-J herein.

Code	Text	Description
G	Carolina	The Carolina is for use with young children from birth to 5 years old who have mild to severe disabilities. This system helps professionals to evaluate a child's progress in five developmental areas (personal/social, communication, cognition, fine and gross motor) and encourage children's development through teaching activities. An assessment is based on parent interview, observations of a child's play and directed assessment activities. Time varies with age from one to two hours, and does not need to be completed in one session. http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdii.html
H	IDA	IDA is a comprehensive, multidisciplinary, family-centered process designed to improve early identification of children birth to three years of age who are developmentally at risk. IDA is an integrated process that includes the Provence Birth-to-Three Developmental Profile. The complexity and interdependence of health, family, and emotional/social factors that influence the child's development are considered throughout the assessment process. Parents are partners in all aspects of the assessment. Developed by a multidisciplinary team of professionals to meet a policy-based need, IDA provides a framework for the review and integration of data from multiple sources, including previous evaluations. IDA helps determine the need for monitoring, consultation, intervention, or other services for the child and family and may be used to develop an Individualized Family Service Plan (IFSP). http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdiw.html
I	Battelle	The BDI-2 is a standardized assessment battery for children from birth through seven years. Test administrators use three approaches to obtain information about each child: structured questions in a one-on-one setting, observation of normal activities in a child's natural environment, and parent interview. The BDI-2 assessment is organized into five domains. The instrument's administration manual includes information on developing and implementing individualized education programs using information obtained from the BDI-2. http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdie.html

Code	Text	Description
J	Bayley	The Bayley is an individually administered assessment that measures the developmental functioning of infants and children 1 to 42 months old. The measure presents children with situations and tasks designed to produce an observable set of behavioral responses that are assessed directly on the following scales: Cognitive Scale (91 items), Language Composite Scale (97 items) with Receptive and Expressive Language subscales, and Motor Composite Scale (138 items) with Fine- and Gross-Motor subscales. The child's parent or primary caregiver completes two additional scales: Social-Emotional and Adaptive Behavior. The assessor completes a Behavior Observation Inventory at the conclusion of the assessment to determine how often behaviors, such as positive affect and cooperativeness, are observed during testing. The assessor asks the child's caregiver to rate the degree to which the child typically exhibits the behavior. Though not discussed here, a 15- to 25-minute screener is also available to assess cognitive, language, and motor development (Bayley-III Screening Test) for use in ongoing developmental screening. http://www.acf.hhs.gov/programs/opre/ehs/perf_measures/reports/resources_measuring/res_meas_cdif.html

Instructions

- Choose/enter the code that best identifies the assessment tool used to evaluate the child.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you submit code "F" in this characteristic you must also submit the Other Source Comments characteristic.
- If you submit a code other than "F" in this characteristic, the Other Source Comments characteristic cannot be reported.
- You are required to report this characteristic when the Part C Assessment Component is submitted.

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Other Source Comments

Characteristic System Name

OtherSourceComments

Definition

The description of the type of assessment tool used when it is not one of those in the list of values provided in the Data Source characteristic.

Use

CEPI and 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

Text-free form; accepts both alpha and numeric characters

- Maximum length: 25

Instructions

- This characteristic is required if you submit code "F" in the Data Source characteristic.
- This characteristic may not be submitted if the value reported in Data Source is not "F".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a value. 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.

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Assessment Date

Characteristic System Name

AssessmentDate

Definition

The date on which the assessment occurred.

Use

CEPI and 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.

    Assessment Date: 07/01/2010

- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the student's Date of Birth (Assessment Date > = Date of Birth).
- This date must be on or before count day when reported in the Fall and Spring general collections.
- When reported in the End-of-Year General Collection, this date must be on or before June 30.
- You are required to report this characteristic when the Part C Assessment Component is submitted.

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Assessment Type

Characteristic System Name

AssessmentType

Definition

Part C child outcomes assessments 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 assessment reason (entry, annual or exit).

Use

CEPI and 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 assessment taken when the child enters Part C services
02	Annual	Annual assessment taken while the child is receiving services
03	Exit	Exit assessment 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 assessment being reported.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- 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), Assessment Type "01" (Entrance) is expected.
- When the reported Part C Exit Date is more than 6 months after the Enrollment Date, Assessment Type "03" (Exit) is expected.
- You are required to report this characteristic when the Part C Assessment Component is submitted.

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Parent Input

Characteristic System Name

ParentInput

Definition

Indicates the parent input about the child outcomes rating.

Use

CEPI and 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
A	Meeting(s)	The parent input about the child outcomes rating was gathered and incorporated into the rating as a result of a conversation during an IFSP meeting, annual review and/or exit meeting.
B	Collected Separately	The parent input about the child outcomes rating was gathered and incorporated into the rating as a result of a conversation that took place outside of an IFSP, annual or exit meeting.
C	Incorporated in assessment	The parent input about the child's development was gathered during the assessment process and subsequently incorporated into the child outcomes rating, but there were no discussions specific to the child outcomes rating.
D	Not included	No parent input was included in determining the child outcomes rating.

Instructions

- Choose/enter the code that best identifies the input received from the parent or guardian.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- If you submit code "A" or "B" in this characteristic, you must also submit the Parent Input Date characteristic.
- If you submit code "D" in this characteristic, the Parent Input Date characteristic cannot be reported.
- You are required to report this characteristic when the Part C Assessment Component is submitted.

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Parent Input Date

Characteristic System Name

ParentInputDate

Definition

The date on which the parent/guardian input regarding the child outcomes rating was collected.

Use

CEPI and 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:

    < ParentInputDate>**2010-07-01**</ParentInputDate>

  - 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 enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This date must be the same as or after the child's Date of Birth (Parent Input Date > = Date of Birth).
- You are required to report this characteristic when the Parent Input characteristic is submitted with code "A" or "B".
- This characteristic may not be reported when the Parent Input characteristic is submitted with code "D".
- , This date must be on or before count day when reported in the Fall or Spring general collections.

- When reported in the End-of-Year General Collection, this date must be on or before June 30.
- When this characteristic is reported and the Parent Input characteristic is submitted with code "C", the Parent Input Date must be the same as the Assessment Date.

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Social Relationships

Characteristic System Name

SocialRelationships

Definition

The child's assessment rating for positive social relationships. Similar to the Michigan Child Outcomes Summary Form (COSF "cheat sheet").

Use

CEPI and 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 his/her 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 his/her 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 his/her 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.
6	Between Somewhat and Completely	Child's functioning generally is considered appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.

Code	Text	Description
7	Completely	Child shows functioning expected for his/her age in all or nearly all everyday situations that are part of the child's life. Functioning is considered appropriate for his/her 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.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Part C Assessment Component is submitted.

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New Social Relationships

Characteristic System Name

NewSocialRelationships

Definition

When reporting an annual or exit assessment, providers must indicate if the child has shown any new skill or behaviors related to positive social relationships. Similar to the Michigan Child Outcomes Summary Form (COSF "cheat sheet").

Use

CEPI and 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 his/her last assessment.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic must be reported when the Assessment Type characteristic is reported with code "02" or "03". Errors will occur when the Assessment Type characteristic is reported with code "01".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a child record, it must contain a 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.

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Knowledge Skills

Characteristic System Name

KnowledgeSkills

Definition

The child's assessment rating for acquisition and use of knowledge and skills. Similar to the Michigan Child Outcomes Summary Form (COSF "cheat sheet").

Use

CEPI and 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 his/her 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 his/her 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 his/her 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.
6	Between Somewhat and Completely	Child's functioning generally is considered appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.

Code	Text	Description
7	Completely	Child shows functioning expected for his/her age in all or nearly all everyday situations that are part of the child's life. Functioning is considered appropriate for his/her 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 assessment.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Part C Assessment Component is submitted.

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New Knowledge Skills

Characteristic System Name

NewKnowledgeSkills

Definition

When reporting an annual or exit assessment, providers must indicate if the child has shown any new skill or behavior related to acquisition and use of knowledge and skills. Similar to the Michigan Child Outcomes Summary Form (COSF "cheat sheet").

Use

CEPI and 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 his/her last assessment.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic must be reported when the Assessment Type characteristic is reported with code '02" or "03". Errors will occur when the Assessment Type characteristic is reported with code "01".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a child record, it must contain a 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.

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Actions

Characteristic System Name

Actions

Definition

The child's assessment rating on the ability to take appropriate actions to meet his/her needs. Similar to the Michigan Child Outcomes Summary Form (COSF "cheat sheet").

Use

CEPI and 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 his/her 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 his/her 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 his/her 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.
6	Between Somewhat and Completely	Child's functioning generally is considered appropriate for his/her age but there are some concerns about his/her functioning in this outcome area.

Code	Text	Description
7	Completely	Child shows functioning expected for his/her age in all or nearly all everyday situations that are part of the child's life. Functioning is considered appropriate for his/her 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 his or her needs.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- You are required to report this characteristic when the Part C Assessment Component is submitted.

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New Actions

Characteristic System Name

NewActions

Definition

When reporting an annual or exit assessment, providers must indicate if the child has shown any new skill or behaviors related to taking action to meet his/her needs. Similar to the Michigan Child Outcomes Summary Form (COSF "cheat sheet").

Use

CEPI and 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 his/her last assessment.
- Errors will occur when anything other than a Boolean value (true/false or 0/1) is submitted in this characteristic within the XML file. (Online form must select "Yes" or "No")
- This characteristic must be reported when the Assessment Type characteristic is reported with code "02" or "03". Errors will occur when the Assessment Type characteristic is reported with code "01".
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a child record, it must contain a 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.

State Of Michigan Contact

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

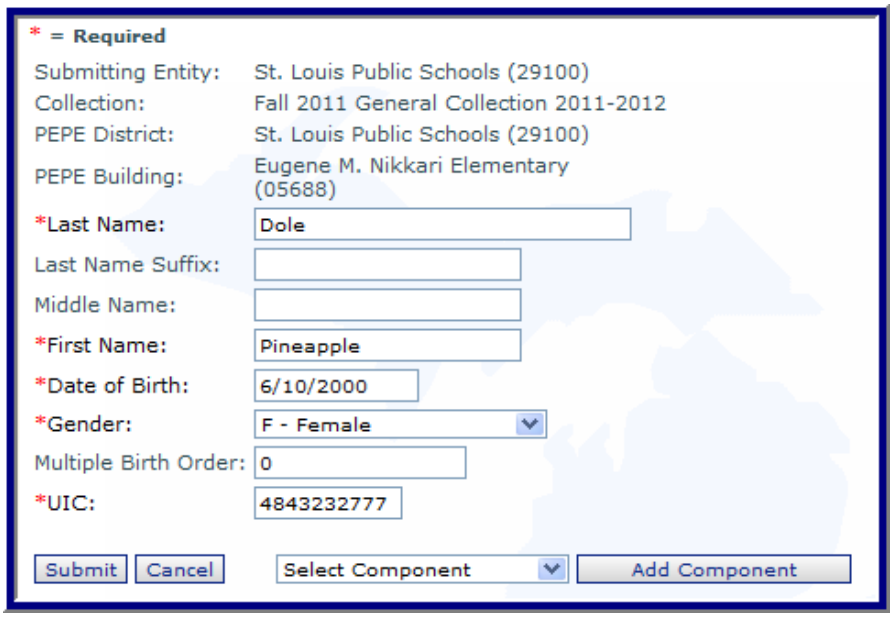
Personal Core Component

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 (PEPE) 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 (UIC)	Numeric Text	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

The 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.



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

When Is This Component Required?

You are required to submit the Personal Core Component for all MSDS data collections.

When Is the UIC Required?

You must include the correct UIC in the Personal Core Component in student records when you submit them as part of the following MSDS data collections:

- Fall General
- Spring General
- EOY General
- Fall Early Childhood
- Spring Early Childhood
- EOP Early Childhood
- Student Record Maintenance
- Teacher Student Data Link

When you submit the Personal Core Component as part of an Early Roster or Request for UIC collection, the UIC characteristic is optional. This is because the MSDS uses the two collections to obtain a UIC for your students. You may include the UIC in order to validate that it is correct for the student. Please refer to the MSDS District User Training Manual for more information about UICs.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Unique Identification Code

Characteristic System Name

UIC

Definition

A distinct ten-digit number assigned by CEPI to an individual.

Use

The UIC is essential to the identification and tracking of student data over time. CEPI and MDE use these data for provided reporting services, federal data requirements (e.g., NCLB, CCD, program eligibility data and enrollment demographics), outcome measures (e.g., assessments, graduation, attendance, discipline), and State School Aid payments.

Citation

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

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.
- You are required to submit this characteristic when you submit the Personal Core Component as part of the following MSDS data collections:
  - Fall General
  - Spring General
  - EOY General
  - Fall Early Childhood
  - Spring Early Childhood
  - EOP Early Childhood
  - Student Record Maintenance
  - Teacher Student Data Link
- 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.
- If you enter anything other than numerals (0-9), the system will generate a file-level error and reject the file upon upload.

- This characteristic is optional when you submit it as part of the Early Roster or Request for UIC collections.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when you enter it through the online form, unless you are required to enter it by another business rule.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Last Name

Characteristic System Name

LastName

Definition

The student's last name, family name, or surname as it appears on his/her birth certificate or other legal documentation.

Use

CEPI and MDE use these data for student identification, as well as for feeding other state data systems such as assessment, Title I SES, , CTEIS.

Citation

NCLB, 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 spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Core Component.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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 MDE Pupil Accounting Manual.

First Name

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 Accounting 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

CEPI and MDE use these data for student identification, as well as for feeding other state data systems such as assessment, Title I SES, and CTEIS.

Citation

NCLB, 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).
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Core Component.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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 MDE Pupil Accounting Manual.

Middle Name

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

CEPI and MDE use these data in the identification of students in UIC matching and resolution processes.

Citation

NCLB, 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.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- If you enter anything other than letters with the listed punctuation marks, the system will generate a file-level error and reject the file upon upload.
- 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Last Name Suffix

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

NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

Free-Form Text

Instructions

- Enter the applicable suffix for the student.
- Do not report spaces for the first and last characters in this characteristic (trim spaces from beginning and end of name). The system will generate an error otherwise.
- This characteristic is optional. You may omit it when not applicable or available.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).

Date of Birth

Characteristic System Name

DateOfBirth

Definition

The date (month, day and year) on which the student was born as it appears on his/her birth certificate or other legal document.

Use

CEPI and MDE use these data for multiple purposes, including student identification, determining calculated grades for students in ungraded settings, as well as NCLB, IDEA, Perkins and Migrant Education Program reporting.

Citation

NCLB, 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: 03/03/2003

- If you enter anything other than a valid date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Multiple Birth Order

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 in duplicate resolution in cases where all core fields are identical or very similar.

Citation

Specification

Whole number (integer) data type, format: N

- Minimum length: 1
- Maximum length: 1
- Minimum value: 0
- Maximum value: 9

Instructions

- Enter the whole number, zero through nine (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.
- If you enter anything other than a whole number between zero and nine (0-9) in this characteristic, the system will generate a file-level error and reject the file upon upload.
- This characteristic is optional.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

The 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 Austine and Justin.

Gender

Characteristic System Name

Gender

Definition

The gender that a student most commonly identifies with.

Use

CEPI and MDE use these data for NCLB and Migrant Education Program reporting.

Citation

NCLB, 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	Description
M	Male	The student's gender is male.
F	Female	The student's gender is female.

Instructions

- Choose/enter the code that represents the gender that a student most commonly identifies with.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload. (NOTE: This characteristic only accepts uppercase letters.)
- You are required to submit this characteristic when you submit the Personal Core component.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Personal Curriculum Component

You must identify students participating in a personal curriculum to modify the graduation requirements for the Michigan Merit Curriculum (MMC) in the Program Participation Component and report them with the Personal Curriculum Component. State statute allows personal curriculum modification in order to:

- Go beyond the academic credit requirements by adding more math, science, English language arts or world languages credits.
- Modify the mathematics requirement.
- Modify, if necessary, the credit requirements of a student with an individualized education program (IEP).
- Modify credit requirements for a student who transfers from out of state or from a nonpublic school and is unable to meet the MMC requirements.

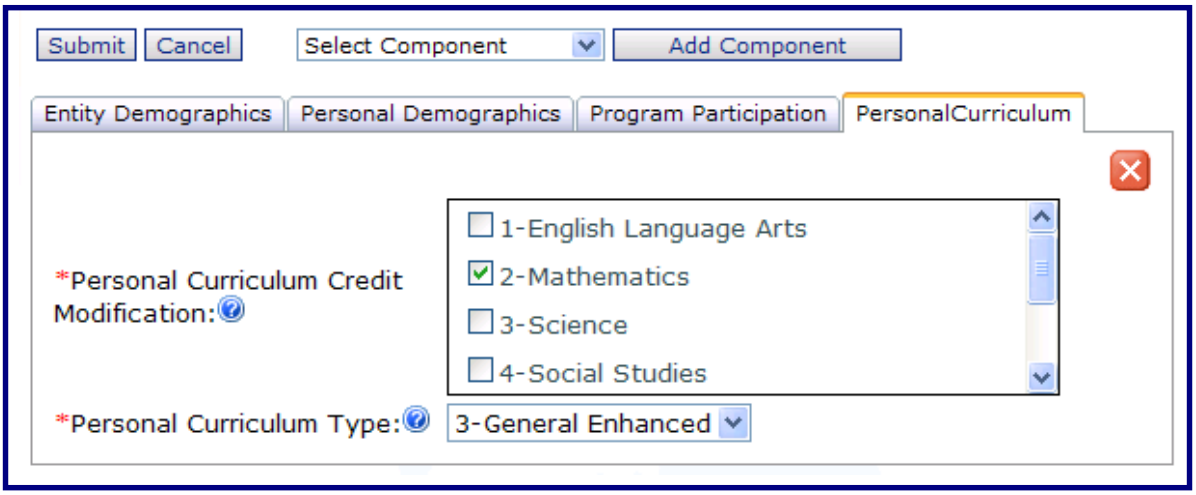
The MMC defines consistent learning standards that are intended to remain constant from district to district. Districts choose instructional approaches and design learning environments so that all students, including at-risk students and those participating in alternative education programs, can meet the requirements of the MMC. The research is clear: struggling learners do better when given the opportunity to learn in a challenging curriculum. Personal curriculum modifications must align with the High School Content Expectations (HSCE) as practicable and must not create barriers that limit a student's opportunity to be engaged in a challenging curriculum.

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	Yes	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.



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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. (NOTE: This validation was previously documented in the Program Participation Component.)

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Personal Curriculum Credit Modification

Characteristic System Name

PersonalCurriculumCreditModification

Definition

The academic area that is being modified by the personal curriculum.

Use

CEPI and MDE use these data for NCLB and IDEA reporting.

Citation

Revised School Code, MCL Sections 380.1278a and 380.1278b

Specification

List of values (choose from list)

Code	Text	Description
1	English Language Arts (ELA)	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	Modification to the MMC Social Studies credit requirements under the following circumstances: ▪ No modification of Civics. ▪ Student has completed a minimum of two (2) social studies credits prior to modification. ▪ One (1) social studies credit (other than Civics) can be exchanged for an additional English language arts, math, science or world languages credit. ▪ Additional modifications are allowed for students with an IEP and transfer students who have completed two (2) years of high school.
5	Visual, Performing and Applied Arts	▪ Modification where credit is exchanged for an additional English language arts, math, science or world languages credit. ▪ Additional modifications are allowed for students with an IEP and transfer students who have completed two (2) years of high school.
6	World Languages	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.
8	Health/Physical Education	▪ Modification where credit is exchanged for an additional English language arts, math, science or world languages credit. ▪ Additional modifications are allowed for students with an IEP and transfer students who have completed two (2) years of high school.

Instructions

- Choose/enter the code that represents the type of MMC credit modification the student's personal curriculum includes.
- 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.
- You must report at least one code in this characteristic when you include the Personal Curriculum Component in the student record.
- You may 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. [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.]

State Of Michigan Contact

Michigan Department of Education
Office of Education Improvement and Innovation
Gregg Dionne
517-241-4285
DionneG@michigan.gov

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.*

Personal Curriculum Type

Characteristic System Name

PersonalCurriculumType

Definition

The criteria under which the personal curriculum modification is allowed.

Use

CEPI and MDE use these data for NCLB and IDEA reporting.

Citation

Revised School Code, 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 (e.g., district lacks the resources to provide the course/content or schedule does not allow student to access district offering) 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 codes that represents the justification for the modification of the MMC requirements for the student. You may report more than one type. (For example, if a student is participating in a General Enhanced Social Studies and also a General Modified Math curriculum, you would select both.)
- 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.
- You are required to report this characteristic when you include the Personal Curriculum Component in the student record.

State Of Michigan Contact

Michigan Department of Education
Office of Education Improvement and Innovation
Gregg Dionne
517-241-4285
DionneG@michigan.gov

Characteristic Tip

*Reference the **Parent and Educator Guide** for more detailed information on determining a student's eligibility for a modification type.*

Personal Demographics Component

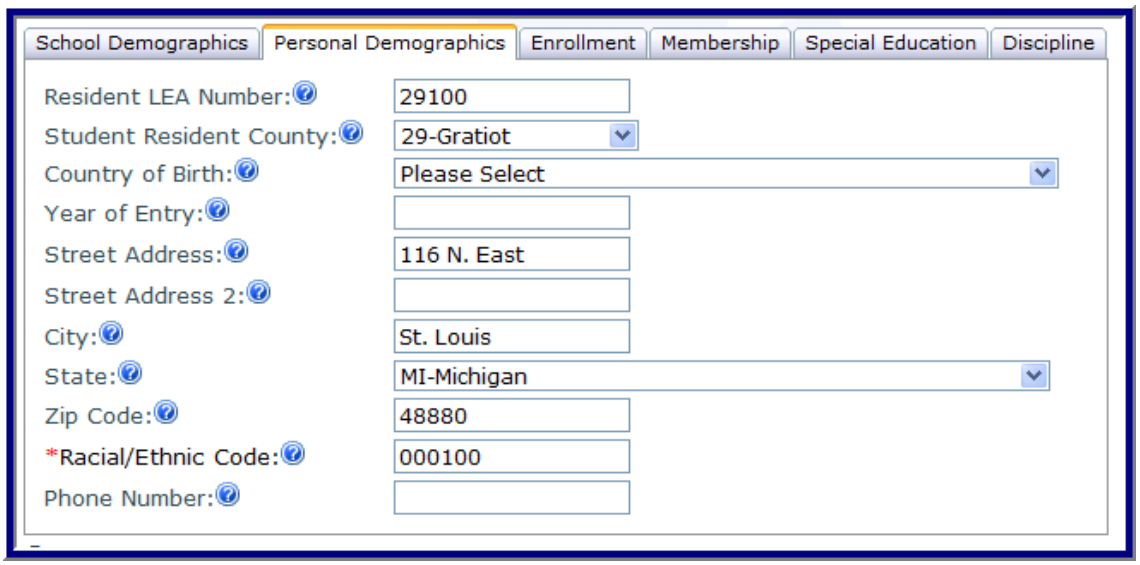
The Personal Demographics Component contains data related to the student's current address, as well as non-core demographic information.

As part of CEPI's ongoing commitment to reduce the data burden for districts, the following characteristics in the Personal Demographics component that no longer meet legislated reporting requirements have been retired for the 2016-2017 school year

- Country of Birth
- Year of Entry

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Resident LEA Number	Numeric Text	1	Conditional	No	1
Student Resident County	List of Values	2	Conditional	No	1
~~Country of Birth~~	~~List of Values~~	~~3~~	~~Conditional~~	~~No~~	~~1~~
~~Year of Entry~~	~~List of Values~~	~~4~~	~~Conditional~~	~~No~~	~~1~~
Street Address	Free-Form Text	~~5~~3	Conditional	No	1
Street Address 2	Free-Form Text	~~6~~4	Optional	No	1
City (PersonalDemographicsCity)	Address	~~7~~5	Conditional	No	1
State	List of Values	~~8~~6	Conditional	No	1
ZIP Code	Text	~~9~~7	Conditional	No	1
Ethnicity	Numeric Text	~~10~~8	Required	No	1
Phone Number	Numeric	~~11~~9	Optional	No	1



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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. This component is not allowed in the Teacher Student Data Link Collection. 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.

Program Participation Dependency

The Personal Demographics Component is conditionally dependent upon the Program Participation Component. You are required to submit it when the submitted record includes code "9130" (Immigrant) in the Program Eligibility Participation characteristic. You must submit the Personal Demographics Component with valid data submitted in the characteristics Country of Birth and Year of Entry. If you fail to report these data in the Personal Demographics Component when you report code "9130" in the Program Eligibility Participation characteristic, the system will generate an error.

Homeless Demographics Dependency

When you submit the Personal Demographics Component, you must submit the characteristics Street Address, City, State and ZIP Code, unless the student record also includes the Homeless Demographics Component.

ISO Standard Country Codes

MSDS utilizes the two-character (alphabetic) country codes provided in the *ISO 3166-1 English Country Names and Code Elements*.

LEP Student Data

You must report students participating in LEP programs who have been in the United States for less than one year, with valid data in both the Country of Birth and Year of Entry characteristics. These students may or may not meet the criteria to be identified as immigrants. MSDS is not able to determine when these data are applicable to students, therefore the system does not generate any errors or warnings for LEP students reported without Country of Birth or Year of Entry. It is your responsibility to correctly report these data when applicable.

Out-of-State Residents

You cannot claim students who are not residents of the state of Michigan for FTE membership. However, you should report them as if they are being served by your district. You must report these students with the code "9110" in the Program Eligibility Participation characteristic in the Program Participation Component, and you should not report them with a Resident LEA Number.

Students Attending a United States Olympic Education Center

You may claim any student attending a United States Olympic Education Center whose parent(s) or legal guardian(s) reside outside of the state of Michigan for FTE. Report the resident district for such a student as the district in which the U.S. Olympic Education Center is located. Do not report these students as out-of-state residents.

FTE Dependency with Resident LEA Number

When a student record contains the General Ed FTE Component with a total FTE greater than zero, it must also contain a valid code in the Resident LEA Number characteristic in the Personal Demographics Component. The system will generate an error if Resident LEA Number does not contain a valid code.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Resident LEA Number

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, with the following exceptions:

- The district of residence for a student whose parents or legal guardians reside in different districts (as defined in 388.1624b) is the district in which the student enrolls.
- The district of residence for a pupil in a juvenile detention facility (defined in 6(4)(d)) is the district where the facility is located.
- The district of residence for a pupil under court jurisdiction is the district where the court placed the child.
- The district of residence for a pupil who attends a United States Olympic Education Center and whose parents reside outside the state of Michigan may be reported as the geographic district where the Center is located.

This number may differ from the operating district if a student is enrolled in multiple districts (with total full-time equivalency [FTE] less than or equal to "1.00"). The two numbers may also differ if a student takes part in schools of choice, charter schools or certain other programs.

Use

MDE and CEPI use these data for determining state aid foundation payments as well as NCLB and IDEA reporting.

Citation

School Aid Act, MCL 388.1603(7), 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; NCLB, 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 guardians 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 his or her 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 (including the Education Achievement System) in this characteristic.
- For students who reside within Detroit Public Schools, the code reported must be "82015". An error will occur if this code is reported with "82010".
- 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 having a state other than Michigan ("MI") reported in the characteristic State (State < > MI) or by having code "9110" reported in Program Eligibility Participation (State < > MI).
- 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.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic with a student record, it must contain a code. You may leave this characteristic blank when entering it through the online form, except when it is part of a required collection.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

The district you report as the resident LEA must be identified as an LEA-type entity in EEM. You may not report PSA- and ISD-type districts or State of Michigan districts (including the Educational Acheivement System) as resident LEAs. The Educational Entity Master can be found at: http://cepi.state.mi.us/eem.

Student Resident County

Characteristic System Name

StudentResidentCounty

Definition

The two-digit code assigned to the Michigan county in which the student's primary address is located.

Use

CEPI uses these data for state and NCLB reporting.

Citation

School Aid Act, MCL 388.1603(7), 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; NCLB, 20 USC 6311

Specification

List of values (choose from list)

- Refer to the Department of Environmental Quality website for a list of county codes.

Instructions

- Choose/enter the code that represents the Michigan county where the student lives.
- 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.
- You must include leading zeros when applicable.
- You must submit this characteristic when the record also includes an EC Programs Component.
- Do not submit blanks, as they are not acceptable 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 entering it through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

RETIRED Country of Birth

This characteristic is no longer used to meet legislated reporting deadlines and therefore has been retired for the 2016-2017 school year.

RETIRED Year of Entry

This characteristic is no longer used to meet legislated reporting deadlines and therefore has been retired for the 2016-2017 school year.

Street Address

Characteristic System Name

StreetAddress

Definition

The number and name of the location of the student's primary address. Refer to the USPS website for a list of abbreviations that may be used as street designators.

Use

CEPI and MDE 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

Specification

Free-Form Text

- Minimum length: 1
- Maximum length: 100

Instructions

- Enter the street name and house/building number of the student's primary address at the time of reporting or as it was last known.
- You are required to report this characteristic when you submit the Personal Demographics Component and the student record does not also contain the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable 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 entering it through the online form, except when you are required to enter it by other business rules.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

When a student has a mailing address different from his/her street address, report the mailing address in the characteristic Street Address 2.

Street Address 2

Characteristic System Name

StreetAddress2

Definition

The mailing address or additional street address information such as apartment or lot number, for the student's primary residence. Refer to the USPS website for a list of abbreviations that may be used as street designators.

Use

CEPI and MDE 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

Specification

Free-Form Text

- Minimum length: 0
- Maximum length: 100

Instructions

- If this is different from the Street Address, enter the mailing address or report additional information for the street address of the student's primary address.
- This characteristic is optional.
- Do not submit blanks, as they are not acceptable 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 entering it through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

You may use this characteristic to report additional information about the student's mailing or street address.

City

Characteristic System Name

PersonalDemographicsCity

Definition

The name of the city or town where the student lives at the time of reporting or the student's last known city or town of residence.

Use

CEPI and MDE 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: 20

Instructions

- Enter the name of the city or town where the student's primary address is located at the time of reporting or as it was last known.
- The entry must not begin or end with spaces or blanks.
- You are required to submit this characteristic when you submit the Personal Demographics Component and the student record does not also contain the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable 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 entering it through the online form, except when you are required to enter it by other business rules.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

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

State

Characteristic System Name

State

Definition

The two-character alphabetic code that represents the state where the student lives at the time of reporting or the student's last known city or town of residence.

Use

CEPI and MDE 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

- Choose/enter the code that represents the state where the student lives.
- If you enter anything other than one of the codes included on the USPS State Abbreviations list, the system will generate a file-level error and will reject the file upon upload.
- You are required to submit this characteristic when you submit the Personal Demographics Component and the student record does not also contain the Homeless Demographics Component. The system will generate an error if you do not submit this characteristic and the student is not homeless.
- Do not submit blanks, as they are not acceptable 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 entering it through the online form, except when it is part of a required collection.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

ZIP Code

Characteristic System Name

ZipCode

Definition

The five- or nine-digit ZIP code of the location where the student lives at the time of reporting or the last known code of residence. Refer to the USPS website for additional information about ZIP codes and to access or look up a code.

Use

CEPI and MDE 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

- Enter the five- or nine-digit (ZIP + 4®) ZIP code for the student's primary address.
- You are required to submit this characteristic when you report the Personal Demographics Component and the student record does not also contain the Homeless Demographics Component. An error will occur if this characteristic is not submitted and the student is not homeless.
- Do not submit blanks, as they are not acceptable 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 entering it through the online form, except when it is part of a required collection.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Ethnicity

Characteristic System Name

Ethnicity

Definition

The data reported in this characteristic describe the racial group and ethnicity to which the student belongs. This is a unique six-position field using any combination of "0" through "6" in the proper position. Because this is a multiple-occurrence field, the indicator of the code is located by position in the format. The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc.

For example, a person whose primary racial/ethnic choice is Asian would receive a code of "010000". If the same person is also White, he or she would receive the code of "010020". In this example, a person who is primarily of the Hispanic ethnic group and is also of the Black and Asian races, could be coded "032001". If a person is of equal races, such as an American Indian and Hispanic, he or she would be reported as "100001".

For more information on ethnic 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 his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Use

CEPI and MDE use these data for NCLB, IDEA and Perkins reporting requirements.

Citation

NCLB, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 PL 105-17 Sec. 618(i); Perkins IV (P.L. 109-270)

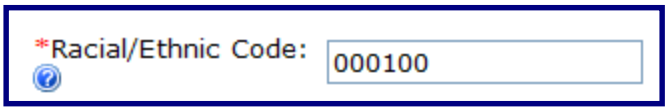
Specification

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

- Minimum length: 6
- Maximum length: 6

Instructions

- Report the racial and/or ethnic group to which the student belongs by entering the applicable number (0-6) in each of the six positions of this characteristic.



  - Enter "0" in the position of a race/ethnicity to which the student does not belong.
  - The primary racial/ethnic choice is represented with a "1" and the second choice is a "2", etc.
  - 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. The system will generate an error if you do not submit this characteristic.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

Beginning with the 2010-2011 school year, the state of Michigan implemented the guidance for collecting and reporting race and ethnicity data issued by USED. Please refer to the CEPI Race and Ethnicity document for more information.

Phone Number

Characteristic System Name

PhoneNumber

Definition

The primary telephone number given by the student's parent or guardian.

Use

CEPI and MDE use these data for NCLB and IDEA reporting.

Citation

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

Specification

Free-Form Text

- Minimum length: 1
- Maximum length: 10

Instructions

- The preferred format for reporting is: NNNNNNNNNN.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

Characteristic Tip

These data are used by the Office of Special Education (OSE) 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.

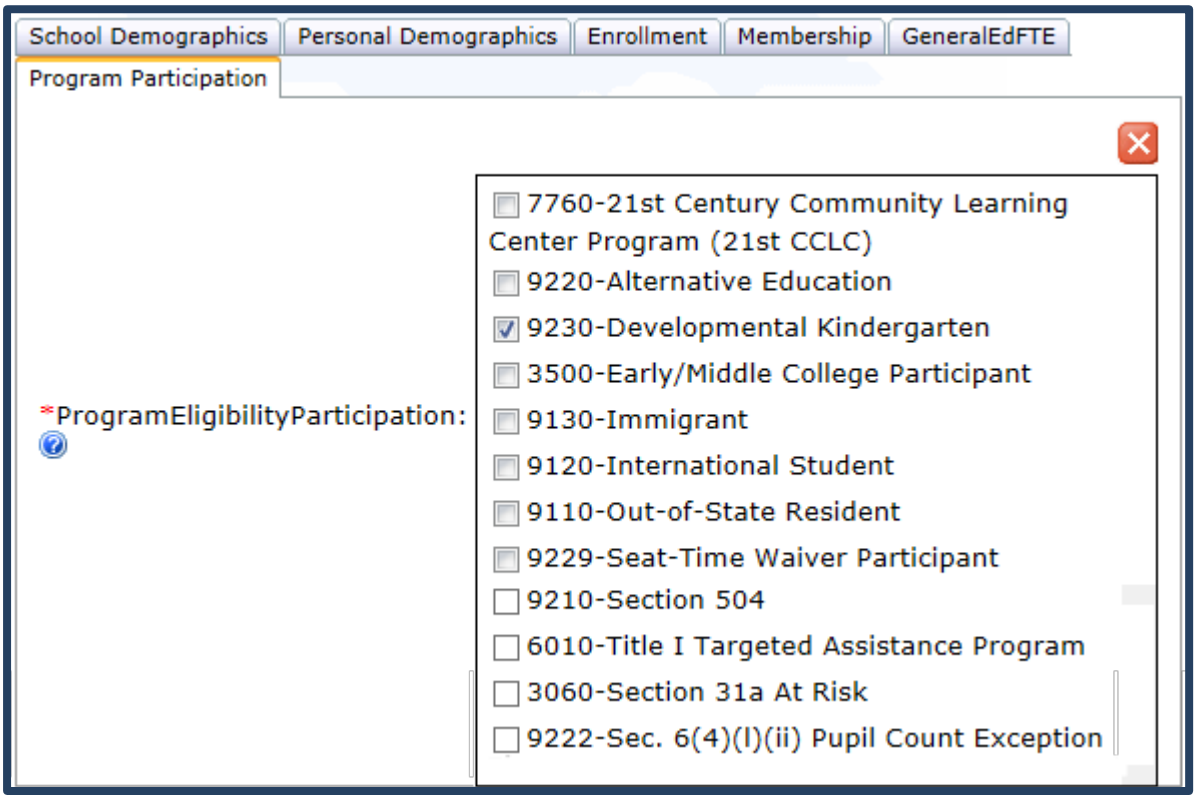
Program Participation Component

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.



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

When Is This Component Required?

You must 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

Dependencies

There are multiple forward and backward dependencies among the Program Participation Component and other components. The following table summarizes these dependencies. Please refer to each individual component for additional details.

Component	Dependency	Error/Warning
School Demographics and Enrollment	If the Program Eligibility Participation characteristic contains the following code(s): ▪ "9229" – Grade or Setting must equal "09"-"12" ▪ "9230" – Grade or Setting must equal "00" ▪ "3500" – Grade or Setting must contain "09"-"12" ▪ "3500" – District Exit Status must not contain "01"-"04", "18" or "30 If the reported District Exit Status is "40" or "41", then the Program Eligibility Participation characteristic must contain code "3500".	 Warning Error Error Error Error
Personal Core and General Ed FTE	If General Ed FTE is greater than 0 and the student's age is greater than 20, but less than 22 as of September 1 of the current school year, the Program Eligibility Participation must contain code "9222".	Error
FTE	If the Program Eligibility Participation characteristic contains code "9110", then the sum of General Ed. FTE, Section 52 FTE and Section 53 FTE cannot be > 0.00.	Error
Personal Demographics	If the Program Eligibility Participation characteristic contains the following code(s): ▪ "9110" – Resident LEA Number must be blank ▪ "9130" – Country of Birth must contain a country other than the U.S. or Puerto Rico and must include Year of Entry.	 Error Error
Title I Services	May submit when Program Eligibility Participation characteristic contains code "6010". Cannot submit if the Program Eligibility Participation characteristic does not contain code "6010".	Warning Error

NOTE: We will determine program eligibility and participation for those programs for which the Program Eligibility Participation codes have been retired using the following business rules:

Program Name	Business Rules
Adult Education	The student record contains code "20" in Student Grade or Setting in the School Demographics Component.
EL	~~The student is identified as being **eligible** for LEP services when the student record contains valid codes in both the LEP Instructional Program and LEP/Immigrant Funding characteristics in the LEP Component.~~ The student is identified as **participating** in EL services when the LEP Instructional Program characteristic in the Title III EL and Immigrant Component contains a valid code other than "15" (services refused) or "16" (no services).
Personal Curriculum	The student record contains valid code in the Personal Curriculum Credit Modification characteristic in the Personal Curriculum Component.
Special Education	The student record contains valid code in the Primary Disability characteristic in the Special Education Component.

Early/Middle College Participants

When reporting early/middle college participants, **it is very important to always report Program Participation code "3500" (Early/Middle College Participant) 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 a full-time student at the early/middle college school or facility.

Developmental Kindergarten

In order to clarify the reporting of students in the first year of a planned two-year kindergarten program (Developmental Kindergarten), the term "retention" will no longer be included in the Kindergarten description of the Student Grade or Setting characteristic.

Program Participation code "9230" (Developmental Kindergarten) **should be submitted** when:

- A student is in the first year of the planned two-year developmental kindergarten program.

Program Participation code "9230" (Developmental Kindergarten) **should NOT be submitted** when:

- A student is in the second year of a planned two-year Developmental Kindergarten program, OR
- 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 at-risk (31a) funding. For information about determining eligibility, please refer to http://www.michigan.gov/mde/0,1607,7-140-6530_30334-43638--,00.html.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Program Eligibility Participation

Characteristic System Name

ProgramEligibilityParticipation

Definition

The type of categorical program(s) or service(s) for which the student is eligible and in which s/he may participate.

Use

CEPI and MDE use these data for NCLB 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
7760	21st Century Community Learning Center Program (21st CCLC)	Student participated in ~~at least 30 sessions of~~ an after-school or summer program funded through a 21st CCLC grant.
9220	Alternative Education	Student is currently participating in an alternative education program (including seat-time waiver programs). Use Grade or Setting to report the appropriate grade level.
9230	Developmental Kindergarten (a defined two-year Kindergarten program that precedes entry into first grade)	Beginning with the 2014-15 school year, 'developmental K' refers to a defined two-year kindergarten program that occurs prior to students entering the first grade. Students who attend a standard one-year Kindergarten program, but then are retained in that grade for an additional year, will simply be shown in the same grade for two school years, just as a student who repeats any other grade shown. Common names include: "Young 5s" or "Begindergarten."
3500	Early/Middle College Participant	The student is enrolled in an early/middle college program. This program could reside at a public high school, community college or a state public university. Students may attend as early as ninth grade.
9130	Immigrant	The 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. NOTE: The United States Department of Education (USED) includes foreign exchange students as eligible for Title III immigrant programs.

Code	Text	Description
9120	International Student	Student is an international student participating in a foreign exchange program. NOTE: Foreign exchange students should also be reported as eligible for immigrant programs if they meet USED definitions of Immigrant.
9110	Out-of-State Resident	Student attends the district from a state or a province other than Michigan. (No FTE may be claimed)
9229	Seat-Time Waiver Participant	The student is receiving his/her instruction for three or more courses through a virtual education program.
3060	Section 31a At-Risk	Student has been identified as eligible for at-risk (31a) services.
9210	Section 504	This student is considered disabled under Section 504 of the Rehabilitation Act of 1973. Information on Section 504 is available at http://www.wrightslaw.com/info/sec504.index.htm
9222	Sec. 6(4)(*l*)(ii) Pupil Count Exception	The pupil 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, such as being homeless as defined under 42 USC 11302.
6010	Title I Targeted Assistance Program	Students reported in this field are either currently participating in a targeted assistance school (TAS) program or have participated in a TAS program during the current school year. This is not for students in Title I school-wide programs (SWPs).

Instructions

- Choose/enter the code that represents the program or service in which the student participates or for which he/she is eligible.
- If you submit anything other than one of the codes listed in this characteristic, or submit multiple occurrences of the same code in the same student record, the system will generate a file-level error and will reject the file upon upload.
- You must submit this characteristic at least once when you submit the Program Participation Component.
- You may submit this characteristic up to ten times within the Program Participation 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 ten.]
- When you submit this characteristic with code "9230", the Grade or Setting characteristic in the School Demographics Component must contain code "00" (Kindergarten).
- When you submit this characteristic with code "9110":

  - the Resident LEA Number characteristic in the Personal Demographics Component **must be blank** and
  - the sum of the values submitted in General Ed FTE, Section 52 FTE and Section 53 FTE must not be greater than zero. (Total FTE claimed = 0.00)
- When you submit this characteristic with code "9130", the student must:
  - be at least three but not yet twenty-one years of age;
  - have a reported country other than U.S. or Puerto Rico in the characteristic Country of Birth in the Personal Demographics Component and have a valid four-digit year in the characteristic Year of Entry in the Personal Demographics Component.
- When you submit this characteristic with code “9120” (International Student), you must also report the record with another occurrence of the Program Eligibility Participation characteristic that contains code “9130” (Immigrant).
- When you submit this characteristic with code "3500":
  - The student record must contain code "09", "10", "11" or "12" in the characteristic Grade or Setting in the School Demographics Component or the system will generate an error.
  - Do not report the student record with code "01", "02", "03", "04", "18" or "30" in the characteristic District Exit Status in the Enrollment Component or the system will generate an error.
  - The entity reported in the characteristic School or Facility in the School Demographics Component must be identified as an Early/Middle College (EMC) or have an EMC program in the Educational Entity Master (EEM).
- When you submit this characteristic with code "9229":
  - You must also report the record with another occurrence of the Program Eligibility Participation characteristic that contains code "9220".
  - A warning will occur if the characteristic Grade Or Setting in the School Demographics Component contains a code other than "09", "10", "11" or "12".
- When you submit this characteristic with code "9222”:
  - The student’s age must be less than 22 as of September 1 of the current school year.
  - The entity reported in the characteristic School or Facility in the School Demographics Component must be identified in the EEM as serving students under this exception (via the “PCE” educational setting).
  - ~~The Homeless Demographics Component must be reported.~~

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions concerning developmental kindergarten, please contact:

Michigan Department of Education
Office of Great Start
Lindy Buch
517-241-3592
BuchL@michigan.gov

For questions concerning advanced and accelerated or alternative education programs, please contact:

Michigan Department of Education
Office of Education Improvement and Innovation
Sam Sinicropi
517-241-0439
SinicropiS@michigan.gov

For questions concerning seat-time waiver programs, please contact:

Michigan Department of Education
Office of Education Improvement and Innovation
Barb Fardell
517-335-1291
FardellB@michigan.gov

For questions concerning personal curriculum, please contact:

Michigan Department of Education
Office of Education Improvement and Innovation
Gregg Dionne
517-241-4285
DionneG@michigan.gov

For questions concerning section 31a at-risk students, please contact:

Michigan Department of Education
Office of Evaluation, Strategic Research, and Accountability
Alex Schwarz
517-373-1292
SchwarzA@michigan.gov

Michigan Department of Education
Office of Field Services, Special Populations Unit
Shereen Tabrizi
517-373-6066
TabriziS@michigan.gov

Michigan Department of Education
Office of Field Services, Special Populations Unit
Lee Craft
517-373-6066
CraftL1@michigan.gov

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.

You may report this characteristic with code "9130" (immigrant) in the Early Childhood Collections. Reporting any other code in the Early Childhood Collections will result in an error.

School Demographics Component

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:

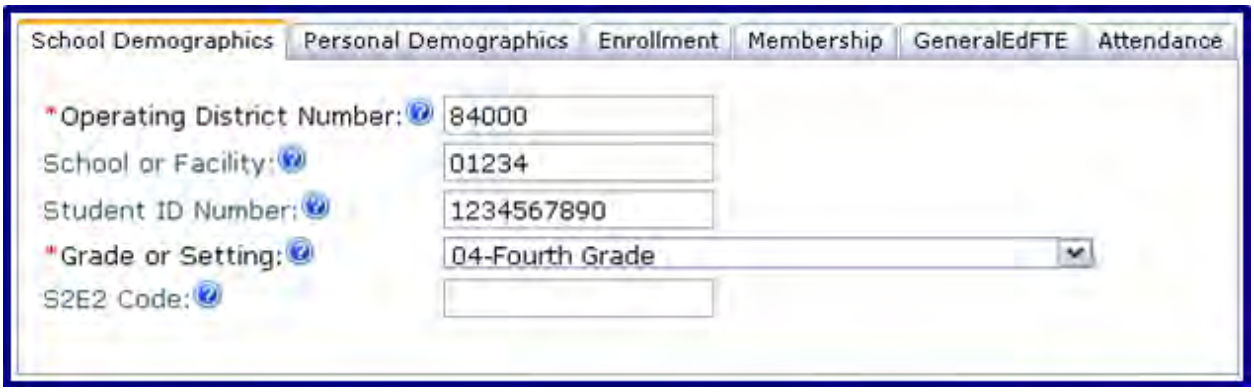
- Adult Education Component
- Enrollment Component – Exit Status and District Exit Date characteristics
- Personal Demographics Component – Resident LEA Number characteristic
- Student Course Component – Academic Year characteristic
- Submitting Entity Component – Submitting Entity characteristic

As part of CEPI's ongoing commitment to reduce the data burden for districts, the following characteristics in the School Demographics component that no longer meet legislated reporting requirements **have been retired for the 2016-2017 school year**:

- Operating ISD/ESA Number

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
~~Operating ISD/ESA Number~~	~~Numeric Text~~	~~1~~	~~Optional~~	~~No~~	~~1~~
Operating District Number	Numeric Text	~~2~~1	Required	No	1
School Facility Number	Numeric Text	~~3~~2	Conditional	No	1
Student ID Number	Text (free form)	~~4~~3	Optional	No	1
Grade or Setting	List of Values	~~5~~4	Required	No	1
S2E2 Code	Numeric Text	~~6~~5	Conditional	No	1
Out of Level Grade	Boolean (True/False)	~~7~~6	Conditional	No	1



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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.

Reporting Entity Codes for Shared Educational Entities

If your district is a member of a Shared Educational Entity (SEE) or Specialized Shared Educational Entity (S2E2), there are some special reporting requirements. For SEE or S2E2 participating students, the entity code reported in School Facility Number will generally be the building in which the student receives his/her education. For entities that are also Early/Middle Colleges, the entity code reported in this characteristic is the entity code of the approved Early/Middle College. Additionally, some Early/Middle Colleges operate as an entity code within the same physical location of a school building with a separate entity code. In such cases, the entity code of the approved Early/Middle College is to be used.

In all cases the School Facility Number reported must belong to an entity that is designated as a "school" or "unique education provider" (UEP) in the Educational Entity Master (EEM).

A S2E2 must be a "non-instructional ancillary facility" in EEM. When a student is being educated through a S2E2 agreement, you will report both the School Facility Number for the location at which the education or service is provided and the S2E2 Code characteristic containing the 5-digit EEM code for the Specialized Shared Educational Entity.

For additional information about Shared Educational Entities and Specialized Shared Educational Entities please refer to the following website: http://www.michigan.gov/sees.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

RETIRED Operating ISD/ESA Number

This characteristic is no longer used to meet legislated reporting deadlines and therefore has been retired for the 2016-2017 school year.

Operating District Number

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

CEPI and MDE use these data for compensation and reporting.

Citation

School Aid Act, Michigan Complied Laws (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; No Child Left Behind (NCLB), 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.
- The district reported in this characteristic must be:
  - ~~Beneath the reported Operating ISD/ESA Number in the EEM hierarchy;~~
  - Of group "State" in the EEM (belonging to ISD/ESA number "84") or
  - Of group "Nonpublic" in the EEM (a nonpublic entity type).
- The reported district must have a status of "open-active," "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - When submitting the Teacher Student Data Link (TSDL) Collection, if the entity reported has a status of "closed," the close date reported in EEM must be on or after June 30 of the current school year or the school year reported in the Academic Year characteristic (whichever date is earliest).
  - For all other collections, if the entity reported has a status of "closed," the close date reported in EEM must be on or after July 1 of the previous school year and the District Exit Status characteristic in this component must not contain code "19".
- You are required to report this characteristic when you submit the School Demographics Component.

- 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)
- 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

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

School Facility Number

Characteristic System Name

SchoolFacilityNumber

Definition

The state-assigned five-digit code as recorded in the 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: http://cepi.state.mi.us/eem.

Use

CEPI and MDE use these data for compensation and reporting.

Citation

School Aid Act, Michigan Complied Laws (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; No Child Left Behind (NCLB), 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;
  - Of group "State" in the EEM (belonging to district number "84000");
  - Of group "Nonpublic" in the EEM;
  - A member district of the Specialized Shared Educational Entity (S2E2) reported in the S2E2 Code characteristic or
  - If reported in an Early Childhood Collection, it must simply be a valid School/Facility Code in the EEM.
- 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.
  - When submitting the Teacher Student Data Link (TSDL) Collection, if the entity reported has a status of "closed," the close date reported in EEM must be on or after September 1 of the earliest year reported in the Academic Year field, or if that field is blank, the close date must be on or after September 1 of the current school year.

  - When submitting the Early Childhood Collection, if the entity reported has a status of "closed," the close date reported in EEM must be on or after the Early Childhood Program End Date.
  - For all other collections, if the entity reported has a status of "closed," the close date reported in EEM must be on or after the District Exit Date, or if no exit date was reported, the close date must be on or after the As Of Date.

- If this characteristic is submitted in one of the General Collections (Fall, Spring or EOY), Student Record Maintenance, Early Roster or Teacher Student Data Link collections, and the District Exit Status code reported is "00", this characteristic is not required. (**NOTE:** *If you do not report a School Facility Number in the Early Roster Collection, DAS will not use the data for assessment pre-identification and students will appear without building information on your district's Direct Certification Report.*)
- If the School Facility Number is a nonpublic school, then the Student Residency (Membership) must be 04 or 08.
- 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, except when it is part of a required collection.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Local Student Identification Number

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 and CEPI use these data to assist with student matching and they are provided on several district reports in the 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.
- 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Student Grade or Setting

Characteristic System Name

GradeOrSetting

Definition

The grade level or the educational setting in which the student is enrolled.

Use

CEPI and MDE use these data for NCLB and IDEA reporting.

Citation

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; NCLB, 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 and is a 549-hour program. If the setting is developmental kindergarten (DK) for which FTE is being claimed, in addition to being reported in Grade or Setting, the student should also be reported in Program Eligibility Participation with code "9230". (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.
08	Eighth Grade	The eighth school level after kindergarten. Students are usually 13–14 years old.

Code	Text	Description
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 where the student might not be age-appropriately placed in a grade level. It is to be used for students 18 years or older who are participating in transitional services.
20	Adult Education	A full-time-equated participant enrolled and attending a department-approved, adult basic-education program; an English-as-a-second-language program; a general-education, developmental test-preparation program; a job- or employment-related program; or a high school completion program; and who meets the eligibility requirements as defined in Section 107 of the State School Aid Act.
30	Early Childhood/*Early On*	Children receiving early childhood special education or *Early On* services which are below the level of kindergarten. This does not include developmental kindergarten.

Alternative Education Programs

Report students participating in alternative education programs with the grade that best represents their educational level and by submitting code "9220" in the Program Eligibility Participation characteristic in the Program Participation Component.

NOTE: Seat-time waiver programs are, by definition, alternative education programs. You must report students who participate in a seat-time waiver program as alternative education participants. For more information on seat-time waivers, please contact Barbara Fardell at fardellb@michigan.gov or 517-335-1291.

Developmental Kindergarten

In order to clarify the reporting of students in the first year of a planned two-year kindergarten program (Developmental Kindergarten), the term "retention" will no longer be included in the Kindergarten description of the Student Grade or Setting characteristic.

Program Participation code "9230" (Developmental Kindergarten) **should be submitted** when:

- A student is in the first year of the planned two-year developmental kindergarten program.

Program Participation code "9230" (Developmental Kindergarten) **should NOT be submitted** when:

- A student is in the second year of a planned two-year Developmental Kindergarten program, OR
- A student attends a regular one-year kindergarten program, but then is retained in that grade for an additional year or more.

Adult Education (Grade 20)

Beginning in the 2016-2017 school year, Adult Education participant FTE data is no longer reported in MSDS. Participants may only be reported in MSDS to update their exit status for the purposes of calculating graduation and dropout rates. If this situation doesn't apply, these participants should not be reported.

Use of Grade 14 When Reporting Grade or Setting for Students with IEPs

Grade 14 should be reported if **all** the following conditions are met:

- The student with an IEP is attending a transition program or receiving transition services.
- The student with an IEP is 18 years of age or older as of December 1 of the current school year.
- The student completed a high school state assessment.

Grade 14 may also be reported for students eligible for special education programs/services that did not complete a high school assessment only if:

- The student is 18 years old and older and recently moved into Michigan from out-of-state.
- The student is 18 years old and older, currently attends a non-public school and has never attended a Michigan public school.

If the student with an IEP is in a graded classroom for either special education or general education, report that grade. This includes shared time students who attend graded classrooms in other districts.

If a student attends a general education classroom and is working toward obtaining a high school diploma, report the grade of the classroom setting they attend.

If the student with an IEP is only educated in an ungraded setting, report the most appropriate grade based on the student's age as of December 1 of the current school year. The following is a guideline districts should follow when assigning a grade based on the student's age as of December 1:

Age as of December 1	Computed Grade
Under 5 – Early Childhood	Early Childhood (30)
5 or 6 Years	Kindergarten
7 Years	First Grade
8 Years	Second Grade
9 Years	Third Grade
10 Years	Fourth Grade
11 Years	Fifth Grade
12 Years	Sixth Grade
13 Years	Seventh Grade
14 Years	Eighth Grade
15 Years	Ninth Grade
16 Years	Tenth Grade
17 Years	Eleventh Grade
18 Years *	Dependent on conditions may be Twelfth Grade or Grade 14

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 {([chronological age – 5] +/– 2) = 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.
- If you enter anything other than one of the codes listed, the system will generate a file-level error and reject the file upon upload.
- 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.

- ~~If this characteristic contains code "20" (Adult Education), the student must be 16 years of age or older on September 1 of the current school year; 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 a warning (EEM web page: http://cepi.state.mi.us/eem).
- If the grade reported in the student's record does not match the 'Actual Grades' reported in the EEM for the school/facility, then the Out of Level Grade characteristic must be reported with a value of "Yes/True".
- If you report code "30" (Early Childhood/*Early On*) in this characteristic in a General Collection (Fall, Spring or EOY) then you must submit the Special Education Component.
- 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 "20" (Adult Education) in this characteristic, you must also report at least one occurrence of the Adult Education Component.~~
- 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

As a general rule, the ages of students enrolled in K-12 general education settings are within two years of their chronological age minus five {([chronological age – 5] +/– 2) = grade level}.

Specialized Shared Educational Entity (S2E2) Code

Characteristic System Name

S2E2Code

Definition

The state-assigned five-digit code as recorded in the 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 web page: http://cepi.state.mi.us/eem.

Use

CEPI and MDE use these data for accountability and compliance monitoring

Citation

School Aid Act, Michigan Complied Laws (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; No Child Left Behind (NCLB), 20 United States Code (USC) 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 (S2E2), 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 and School Facility 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.
    - If the entity reported has a status of "closed," the date closed reported in EEM must be on or after July 1 of the previous school year and the District Exit Status characteristic in this component must not contain code "19".
- 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, except when it is part of a required collection.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Out of Level Grade

Characteristic System Name

OutOfLevelGrade

Definition

This field is used to indicate when a district is correctly reporting a student in an out of level grade that does not match the actual grades as indicated in the EEM as offered by the entity being reported.

Use

CEPI and MDE use these data for NCLB and IDEA reporting.

Citation

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; NCLB, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

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

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

Instructions

- Report this field when submitting a student in a grade level that is not checked in the "Grades Actual" field in the EEM. The grade level reported should match the EEM.
- If the Grade or Setting does not match the Actual Grades identified in EEM as offered by the entity, Out Of Level Grade must equal "Yes/True"; otherwise an error will occur.
- 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, except when it is part of a required collection.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

Contact your district's EEM authorized user for assistance in updating an entities grade or educational setting.

Section 23a Component

The Section 23a Component is used to claim one-twelfth (1/12) of a full-time equivalency (FTE) 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 No. 465, Section 6(4)(ff) and Section 23a) may be claimed for Section 23a funding.

The 2016-17 school aid bill 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.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
MonthClaimed	Date (year & month only)	1	Required	Yes	12
ProgramStartDate	Date (only)	2	Required	No	1

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

When Is This Component Required?

- You must submit this component in order to claim 1/12 of a 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 (SRM) Collection. It is not allowed in any other collection.
- 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.

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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Month Claimed

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

2012 Public Act 465, Sections 6(4)(dd) and 23a of the State School Aid Act

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. To add additional months, click the + box.

    *Month Claimed: + 201303

- If you enter anything other than the format described above, the system will generate a file-level error and the file will be rejected on upload.
- 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.
- No more than one calendar year (12 months) may be submitted for a student.
- Each calendar month may only be submitted once per record. Each value (CCYY/MM) must be unique.
- You may only claim a previous month in this characteristic. In other words, you may only claim a particular calendar month after the month has ended.
- This characteristic is required when the Section 23a Component is submitted.

State Of Michigan Contact

Michigan Department of Education
Office of State Aid and School Finance
Brian Ciloski
517-373-3352
CiloskiB@michigan.gov

Program Start Date

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

2012 Public Act 465, Sections 6(4)(dd) and 23a of the State School Aid Act

Specification

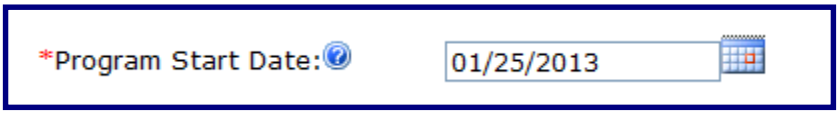
Date (only); CCYY-MM-DD

Instructions

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

    <ProgramStartDate>**2013-01-25**</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.

- Enter the date that the student first participated in a Dropout Recovery Program.
- Entering anything other than a date in this characteristic will result in a file-level error, and the file will be rejected on upload.
- 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 earliest month being claimed for Section 23a funding.
- This characteristic is required when the Section 23a Component is submitted.

State Of Michigan Contact

Michigan Department of Education
Office of State Aid and School Finance
Brian Ciloski
517-373-3352
CiloskiB@michigan.gov

Section 25 Component

The 2016-17 school aid bill restricts reporting of Section 25e transfer requests to entities classified as a Strict Discipline Academy (SDA) according to EEM.

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
FirstDayInAttendance	Date	1	Required	No	1

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

- 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 Student Record Maintenance (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 FTE + Section 52 FTE + Section 53 FTE) must be **greater than 0**.
- When this component is submitted, the total FTE submitted in the student's record (General Ed FTE + Section 52 FTE + Section 53 FTE) **cannot be greater than the total FTE submitted in the Fall General Collection**.
  (SRM Total FTE <= Fall Total FTE)
- You may not submit this component for a student if s/he 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 **before** the Spring count date (second Wednesday in February).
- Prior to the Spring count date, CEPI will send a communication (via GovDelivery) 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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

First Day in Attendance

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

Section 25e of the State School Aid Act

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>

  - Entering anything other than a date, or submitting a date outside of this format will result in a file-level error and the file will be rejected on upload.
  - 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 Section 25 Component is submitted.
- Enter the date that the student first attended classes in the school district, or for online classes, the date that the student first logged in to the first online class.
- The reported date must be on or before the As of Date characteristic in the Student Record Maintenance (SRM) 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.

State Of Michigan Contact

Michigan Department of Education
Office of State Aid and School Finance
Brian Ciloski
517-373-3352
CiloskiB@michigan.gov

Characteristic Tip

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. However, the MSDS cannot enforce this requirement, because any resubmissions that occur outside of the original 30 day window would not be allowed. 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.

Special Education Component

The Special Education Component is used to collect data related to the student's participation in special education programming or services. This component must be reported for any student with an active IEP or who has been exited from special education services since last being reported. The data collected via this component in the Fall General Collection are used to complete the federal Special Education Child Count.

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:

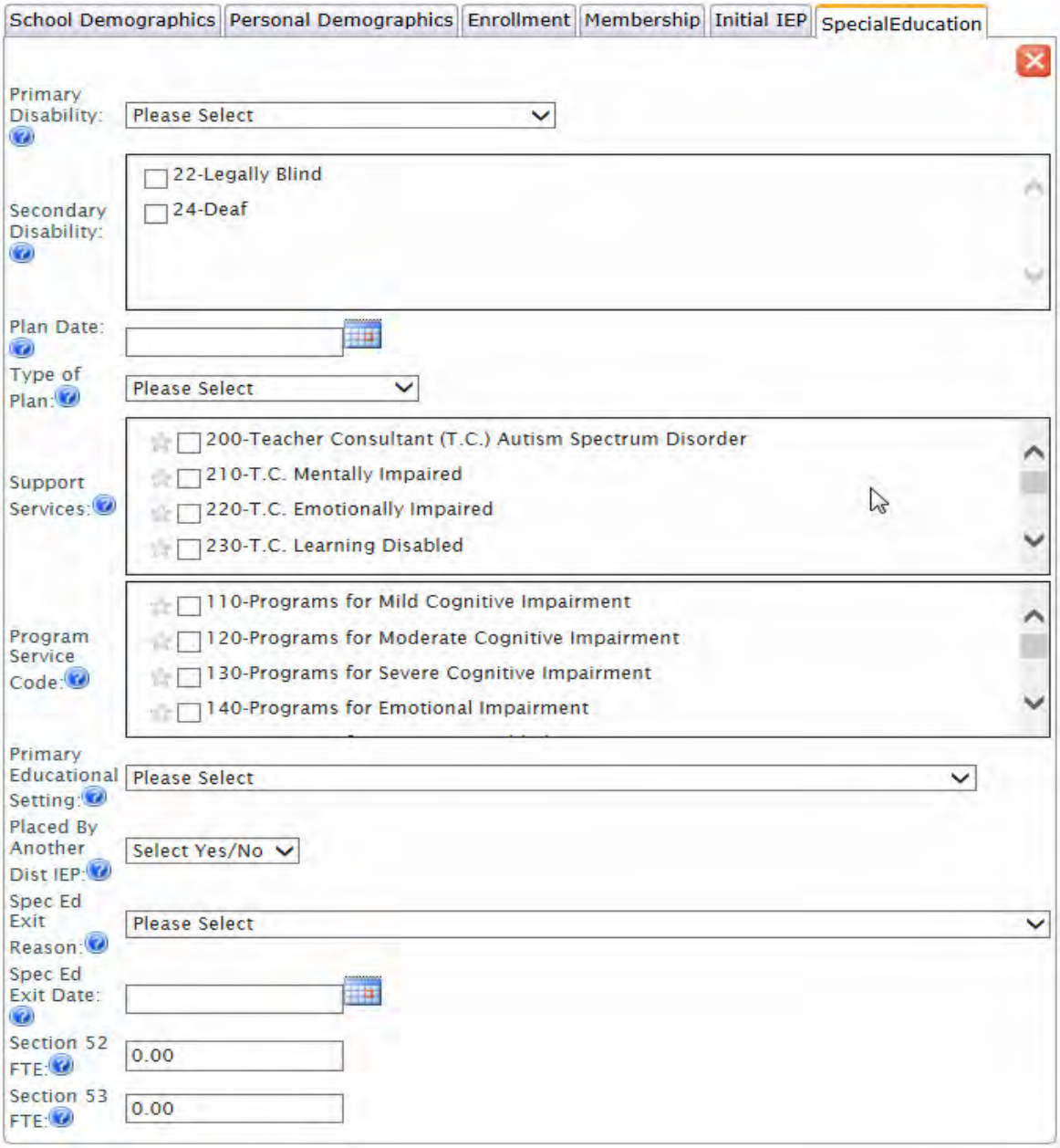
- Initial IEP Component
- Discipline Component
- Early On Component (for children birth to three)
- Initial IFSP Component (for children birth to three)
- Part C Assessment Component (for children birth to three)
- Part B Referral Component (for children birth to three)

Please refer to the applicable component details for additional information.

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)*
~~IEP~~ Plan Date	Date	3	Conditional	No	1
NEW Type of Plan	List of Values	4	Conditional	No	1
Support Services	List of Values	~~4~~5	Conditional	Yes	Unbounded (limit to 5 per student)*
Program Service Code	List of Values	~~5~~6	Conditional	Yes	Unbounded (limit to 3 per student)*
Primary Educational Setting	List of Values	~~6~~7	Conditional	No	1
Placed By Another Dist IEP	Yes/No	~~7~~8	Conditional	No	1
Special Education Exit Reason	List of Values	~~8~~9	Conditional	No	1
Special Education Exit Date	Date	~~9~~10	Conditional	No	1
Section 52 FTE	Decimal	~~10~~11	Optional	No	1
Section 53 FTE	Decimal	~~11~~12	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.



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

<u>When Is This Component Required?</u>

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 the 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. If a student has been reported as Special Education in a previous collection during this school year without being exited from Special Education services, an error will occur if the Special Education component is not submitted.

Remember that **OPTIONAL** does ***NOT*** mean that 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.

Please refer to the General Education FTE Component for additional information about submitting FTE data.

Section 24 Detention Students

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 Program Service Code or Support Services characteristic. No other characteristics in the Special Education Component are required to be reported. The exception to this is if the student reported is also a special education participant who has an IEP; then all applicable characteristics must be reported, including a code in Primary Disability.

NOTE: Errors will be generated if a student record is submitted with data in any characteristics other than Program Service Code or Support Services and no code is reported in the Primary Disability characteristic. Likewise, errors will be generated if the student record is submitted with a code in Primary Disability and the applicable special education characteristics are not included with the Program Service Code and Support Services characteristics.

For example:
Situation 1 - A student is receiving education services while in a Section 24 juvenile detention facility. The student **does not have an IEP** (is not eligible for special education programs/services). The record submitted for this student must include the Special

Education Component with only the Section 52 FTE characteristic and Program Service Code or Support Services characteristics. Errors will occur when the student record is:

- Submitted without the Special Education Component; or
- Submitted with the Special Education Component, but without data in either the Program Service Code or Support Services characteristics; or
- Submitted with the Special Education Component that includes any characteristic other than the Program Service Code, Support Services or Section 52 FTE characteristics.

Situation 2 - A student is receiving education while in a Section 24 juvenile detention facility. The student **has an IEP** (is eligible for special education programs/services). The record submitted for this student must include the Special Education Component with all other applicable characteristics in addition to the Program Service Code or Support Services. Errors will occur when the student record is:

- Submitted without the Special Education Component; or
- Submitted with the Special Education Component but with only data in the Program Service Code or Support Services characteristics.

Required for Special Education Participants

A child or student with disabilities who is participating in special education programs or services must have an active IEP or IFSP. These participants are identified by submitting a code in the Primary Disability characteristic. The following data must be submitted for students reported as participating in special education:

- Primary Disability
- Plan Date (for children under age 3 report the most recent IFSP date in this characteristic). For children over age 2 1/2 this may be the IFSP date or the IEP date, if the IEP has been held.
- Program Service Code or Support Service (at least one code in either characteristic)
- Primary Educational Setting

Failure to submit all of the above data will result in record-level errors.

Some students may also need to be reported with the following data:

- Secondary Disability
- Special Education Exit Reason and Special Education Exit Date
- Section 52 FTE or Section 53 FTE

Placed By Another District IEP (Yes/No)
Submitting students without the above characteristics will not cause errors; however, failing to report these data when they apply to the student will cause the district's data to be inaccurate.

Reporting Data for Early Childhood/Pre-kindergarten Students

Children, birth through five years of age, who have not yet entered kindergarten and who are eligible for special education programs or services, must be reported in the Fall and/or Spring General Collections to be counted for membership (FTE). Children, birth to three years of age are eligible under Part C and Michigan Special Education, while those ages three to five are eligible under Part B and Michigan Special Education. All students eligible for special education also need to be reported in the Fall General Collection to be included in the Special Education Child Count.

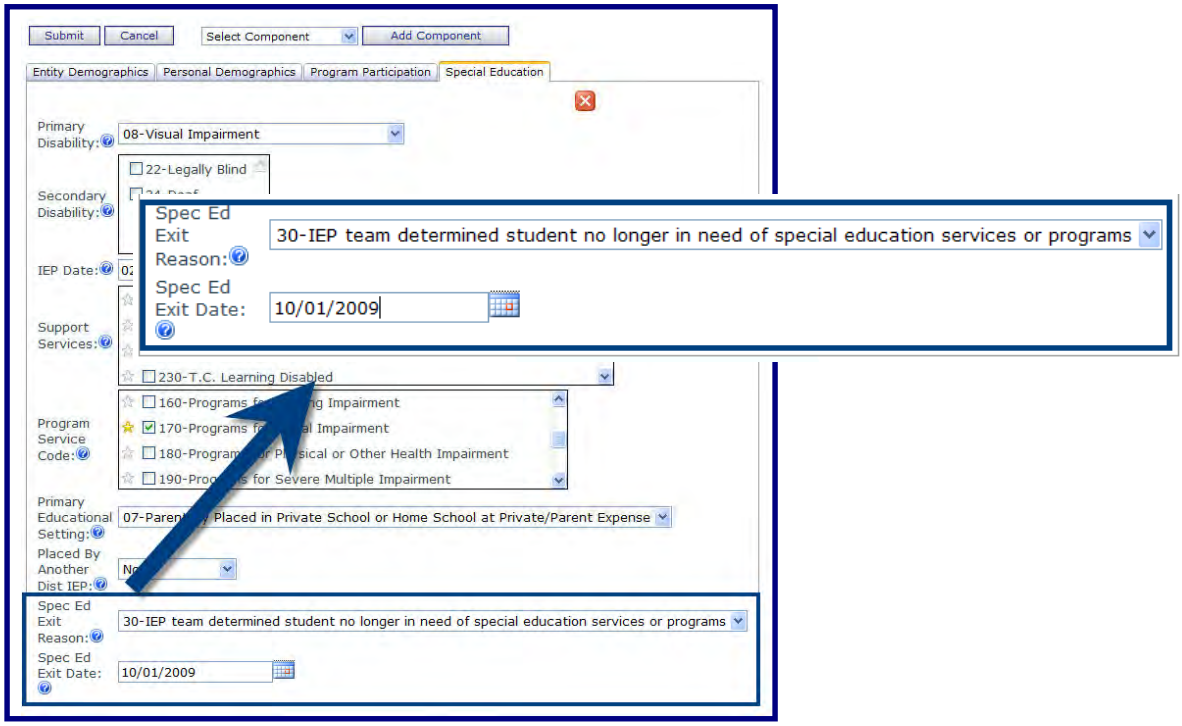
- Children under age two years, 6 months old may be reported with the Early On Component when submitting special education data in the Fall, Spring or End-of-Year General Collections.
- Children between the ages of two years, 6 months old and three can be reported for Part C or Part B (either IFSP or IEP).
- Districts may submit this component and not the Early On Component in all counts, including the supplemental count.

Exiting a Student From Special Education

Students with disabilities who are receiving special education programs or services are exited from special education when they are no longer eligible to participate. This can occur because the student's parent/guardian revokes consent for the student to participate or the IEP team determines that the student is no longer eligible for special education programs or services. In either of these situations, the student record should be reported with the Special Education Component, including the appropriate data in the Special Education Exit Reason and Special Education Exit Date characteristics. Students who exit special education by either of these means may or may not also be exiting the operating district. If the student is also exiting the district, the district exit data must be submitted in the Enrollment Component.

For example:
Situation 1 - A student with disabilities receiving special education programs or services is exited from special education on 10/01/2009 by the IEP team. The student is not exiting the district. The record must include code "30" in the Special Education Exit Reason characteristic and the Special Education Exit Date will contain "10/01/2009" within the Special Education Component. The Enrollment Component will include code "19" (expected to continue) in the District Exit Status characteristic and will not contain the District Exit Date characteristic. (Refer to the Enrollment Component section for additional details and screenshots for examples and screenshots related to that component.)

For the example above, the online Special Education Component would look like the following screenshot.



The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <IEPDate>2008-02-03</IEPDate>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
        <SpecEdExitReason>30</SpecEdExitReason>
        <SpecEdExitDate>2009-10-01</SpecEdExitDate>
</SpecialEducation>
```

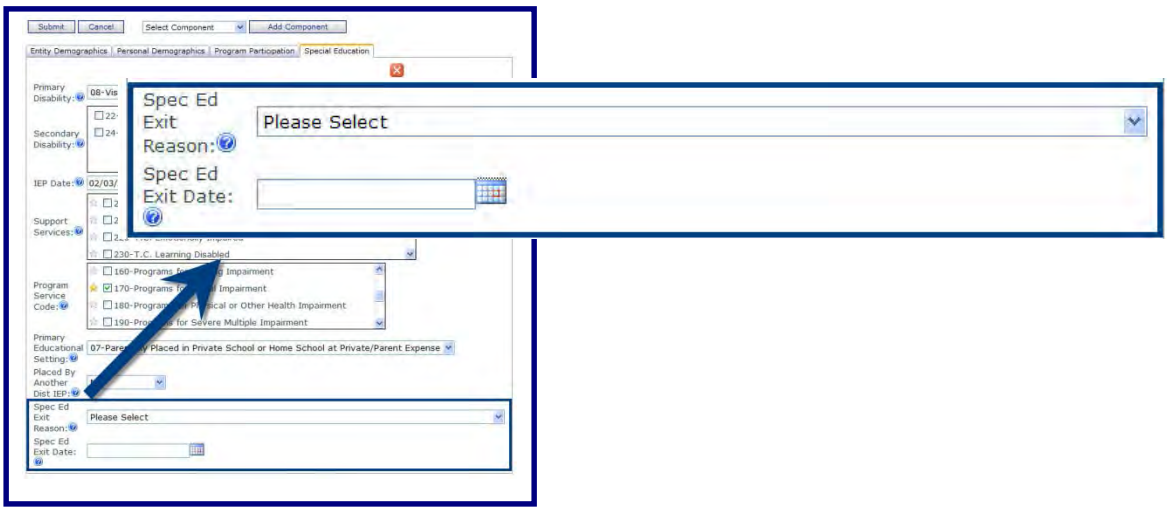
Situation 2 - A student with disabilities receiving special education programming or services is exited from special education on 10/01/2009 by the IEP team. The student also leaves the district because the family is moving out of state. The last date the student attends the district is 9/30/2009. As in Situation 1, the record must include code "30" in the Special Education Exit Reason characteristic and the Special Education Exit Date will contain "10/01/2009" within the Special Education Component. In the Enrollment Component, the record must also contain the appropriate data in the District Exit Status code ("09" Moved out of state) and District Exit Date ("10/01/2009") characteristics.

Students also exit special education when they complete their K-12 education or otherwise terminate their participation in the Michigan public school system. In these situations, the student may or may not have also had his/her parent revoke consent or had an IEP team determine s/he is

no longer eligible for special education. If no revocation of IEP is involved, then the special education exit reason and date should not be reported. If the student has both a district exit that ends his/her eligibility and either a revocation or IEP that terminated, then the special education exit data should be submitted in the Special Education Component and the district exit data reported in the Enrollment Component. Additionally, when students complete their K-12 education and are transitioning into an approved special education program, or receiving transition services, they will still need to have district exit data submitted.

For Example:
Situation 1- A student with disabilities receiving special education programming or services graduates with a regular high school diploma. There is no parental revocation of consent or IEP team decision that the student no longer is eligible for special education programs or services. The record submitted for this student will contain the Special Education Component but will not contain the Special Education Exit Reason or Special Education Exit Date characteristics. The Enrollment Component will contain code "02" in the District Exit Status characteristic and the date ("06/05/2010") in the District Exit Date characteristic. (Refer to the Enrollment Component section for additional details and screenshots for examples and screenshots related to that component.)

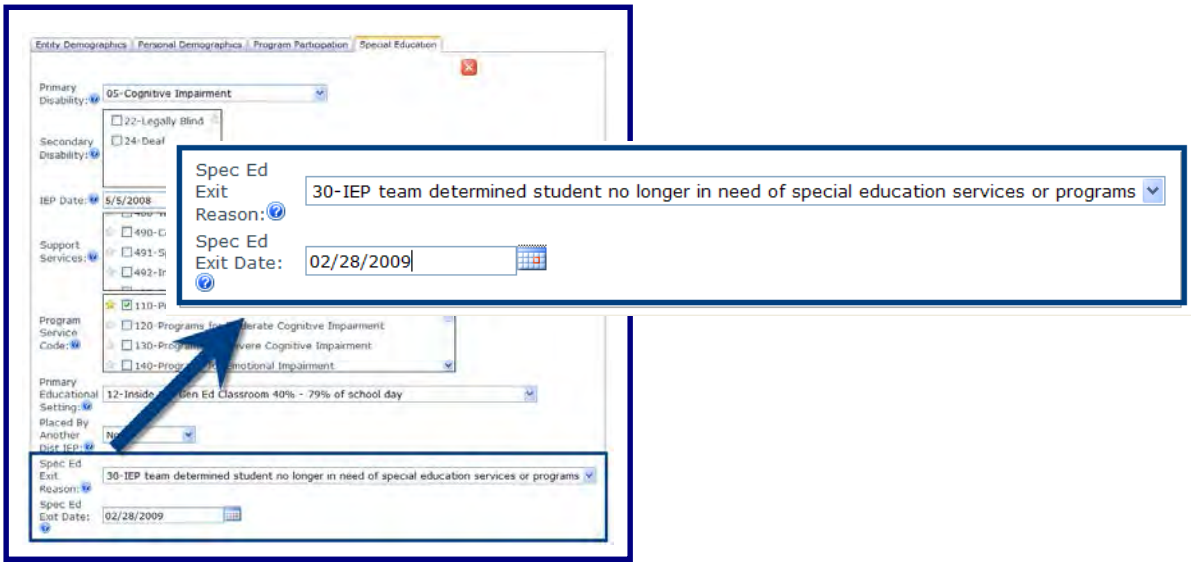
For the example above, the online Special Education Component would look like the screenshots below.



The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <IEPDate>2008-02-03</IEPDate>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
</SpecialEducation>
```

Situation 2 - A student with disabilities receiving special education programming or services leaves the district to be home-schooled. An IEP team has also determined that the student is no longer eligible for special education programs or services as of 02/27/2009. The last day that the student attended was 02/27/2009. The record submitted for this student will contain the Special Education Component with the Special Education Exit Reason characteristic containing code "30" and the Special Education Exit Date characteristic containing the date "02/28/2009" (the exit date is the day after the day last the student participated). The Enrollment Component will contain code "14" in the District Exit Status characteristic and the date ("02/28/2009") in the District Exit Date characteristic.
For the example above, the online Special Education Component would look like the screenshot below.



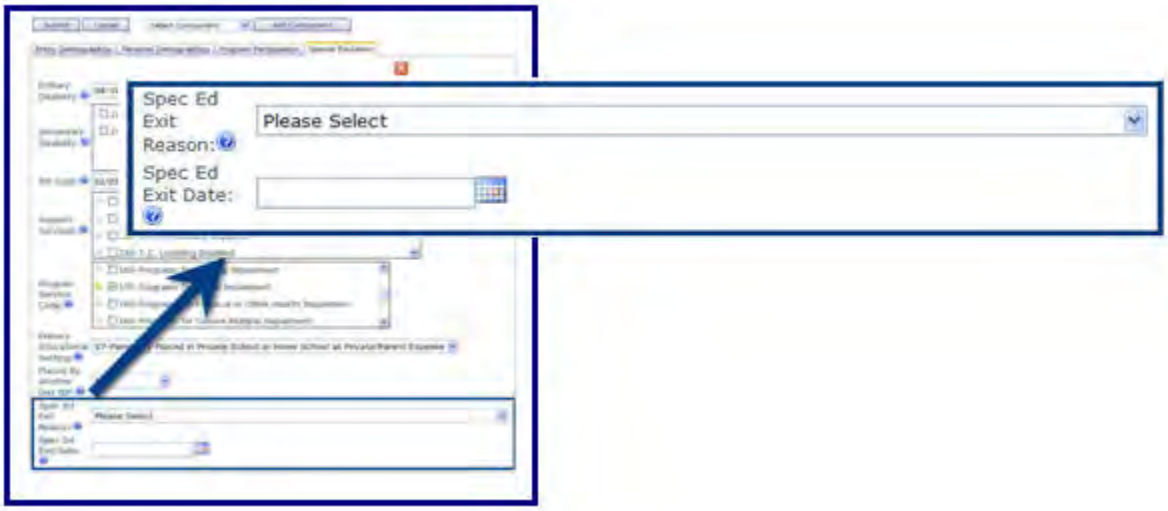
The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>05</PrimaryDisability>
        <IEPDate>2008-05-05</IEPDate>
        <ProgramServiceCode>110</ProgramServiceCode>
        <PrimaryEducationalSetting>12</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
        <SpecEdExitReason>30</SpecEdExitReason>
        <SpecEdExitDate>2009-02-28</SpecEdExitDate>
</SpecialEducation>
```

Additionally, when students are transitioning into an approved special education program or receiving transition services, they will still need to have the appropriate district exit data submitted.

Situation 3 - A student with disabilities receiving special education programming or services completes their K-12 education without earning a high school diploma but may take advantage of special education transition services. The record submitted for this student will contain the Special Education Component but will not contain the Special Education Exit Reason or Special Education Exit Date characteristics. The District Exit Status characteristic in the Enrollment Component will contain either code "19" or code "08" depending if the special education or transition services are provided by existing district or if the student is known to be transitioning into another district to receive services. The District Exit Status characteristic will contain the date ("06/05/2010") the student exited from the school district. (Refer to the Enrollment Component section for additional details and screenshots for examples and screenshots related to that component.)

For the example above, the online Special Education Component would look like the screenshots below.



The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <IEPDate>2008-02-03</IEPDate>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
</SpecialEducation>
```

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Primary Disability

Characteristic System Name

PrimaryDisability

Definition

The primary disability identified on the student's IEP as defined by the Michigan Administrative Rules for Special Education (MARSE).

Use

These data are used for NCLB and IDEA 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	Hearing Impairment	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.
- Entering anything other than one of the codes listed will result in a file-level error, and the file will be rejected on upload.
- This characteristic is required when the Special Education Component is reported and the characteristic Student Residency 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 Date of Count 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.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
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Characteristic Tip

In order for a student to be counted for special education, he or she must have a disability code. Be careful not to confuse the student's primary disability with classroom placement.

Secondary Disability

Characteristic System Name

SecondaryDisability

Definition

Additional disability characteristics as identified on the vision or audiological report.

Use

These data are used for NCLB 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

- Choose/enter the code that represents the disability being reported.
- Entering anything other than one of the codes listed will result in a file-level error, and the file will be rejected on upload.
- This characteristic may be submitted up to twice per student record (once per code) when the student meets criteria for legal blindness and deafness. [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 two.]
- 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.

- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

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Characteristic Tip

Students who are both legally blind and deaf should be reported with two occurrences of this characteristic, one for each code.

Plan Date

(Formerly known as "IEP Date")

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 (FAPE) associated with the student's most recent individualized education program (IEP), or it could be an Individualized Family Service Plan (IFSP) that is developed by parents and early intervention service providers to meet the special needs of young children, birth to age 3, or it could be 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 until the new district develops a new IEP (if a new IEP is developed). If the child is under the age of 3 and the Early On Component and Initial IFSP Component have been added, use the date of the IFSP within the IEP date

Please refer to the MDE Office of Special Education (OSE) 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

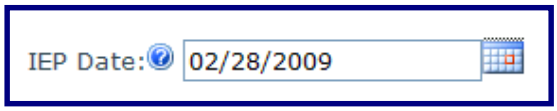
Date (only); CCYY-MM-DD

Instructions

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

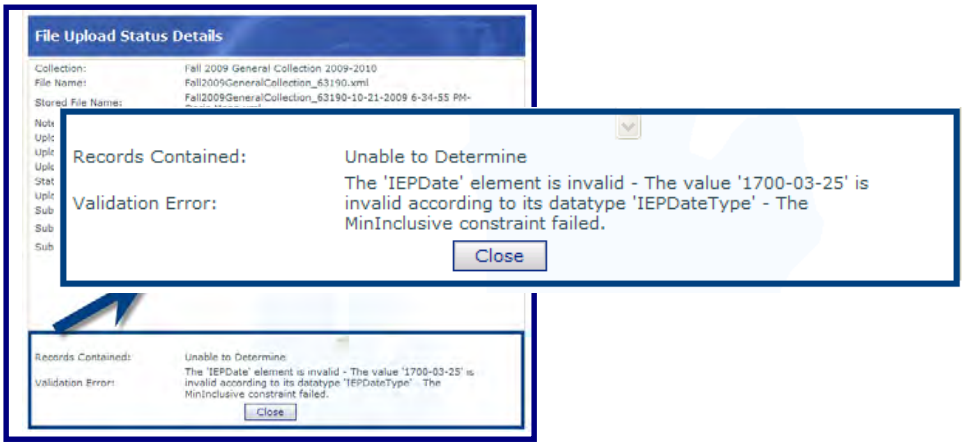
    <IEPDate>**2009-02-28**</IEPDate>

  - 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.

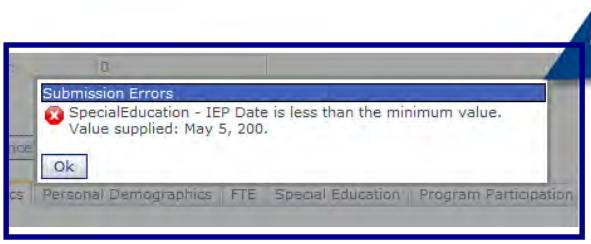


- This characteristic is required when the Primary Disability characteristic is reported.
- Entering anything other than a date in this characteristic, or entering a date earlier than "1753-01-01" will result in a file-level error and the file will be rejected on upload.

This message will be displayed when uploading a file with an invalid entry.



This message will be displayed when submitting a record online with an invalid entry.



A pop-up window will appear after clicking "submit" when there are data in the record that do not conform to the schema requirements. These errors must be corrected before any other edits can be completed in the record. All records must be error free before the collection may be certified.

- When a student who was actively participating in special education programs or services at the last district attended enrolls in a new school district:
  - The new district immediately implements the student's current individualized education program. **Enter the date of the existing IEP/IFSP/NonPublic Service Plan from the prior district** (340.1721b(5)).
  - The school district implements the student's current ~~individualized~~ education program to the extent possible and an IEP/**IFSP/NonPublic Service Plan** team meeting convenes to develop a new IEP/**IFSP/NonPublic Service Plan** within 30 school days. **Enter the date of the existing IEP/IFSP/NonPublic Service Plan from the prior district** (340.1721b(5))**.**

- This characteristic cannot be reported when the characteristic Primary Disability is not included in the record.

- The date reported in this characteristic must occur on or after the student's Date of Birth (Personal Core Component). An error will be generated if the date submitted is before the student's birth date. (IEP Date >= Date of Birth)
- The date reported in this characteristic cannot be after the date submitted in the As Of Date characteristic (for ongoing certification collections) or the legislated count date for single certification collections.
- 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 Date of Count. If no Date of Count is included in the record, the IEP Date will be compared to the system date. 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.
    - While not a requirement, the Office of Special Education recommends that all IEP dates be reported as there are students who have more than one done between counts. For the General Collections: report the IEP date closest to the collection count date for Fall and Spring, and for the EOY report the last IEP held for the state fiscal school year. To report any other dates, the SRM will be used with the "As Of" date being equal to the IEP Date. Only one IEP Date can be reported per record.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
517-373-7504
BradyJ@michigan.gov

Characteristic Tip

Check that the characteristic contains one of the following actual dates, and not the date of entry: IEP date, the date of placement, the date of implementation of a previous IEP regardless of whether the active IEP is from another district in Michigan or from out of state.

NEW Type of Plan

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

List of values (choose from list)

Code	Text	Description
01	IFSP	MARSE R340.1749
02	IEP	MARSE R340.1749
03	Non-Public Service Plan	MARSE R340.1749

Instructions

- Choose/enter the code that represents the service being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- This characteristic is required when the Plan Date characteristic is submitted

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
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Support Services

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 NCLB 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 (T.C.) Autism Spectrum Disorder	MARSE R340.1749
210	T.C. Cognitive Impairment	MARSE R340.1749
220	T.C. Emotional Impairment	MARSE R340.1749
230	T.C. Specific Learning Disability	MARSE R340.1749
240	T.C. Hearing Impairment	MARSE R340.1749
250	T.C. Visually Impairment	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
290	Speech and Language Impairment	MARSE R340.1745

Code	Text	Description
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	Physical therapy is defined in the Michigan Public Health code under Section 17801. Services are provided by a licensed physical therapist.
383	Music Therapy	Music therapy activities are provided to students with disabilities receiving special education programs/services by a certified music therapist.
390	Art Therapy	Art therapy activities are provided to students with disabilities receiving special education programs/services by a certified art therapist.
400	Audiological Services	Audiological services are 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 the student with a hearing impairment and school personnel with communication.
410	Recreation Service	Recreation services are the 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	Special transportation must be 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.

Code	Text	Description
450	School Health Services	School health services must be 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	The student receives 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	Orientation and mobility instruction for the visually impaired must be provided by an approved orientation and mobility instructor.
480	Worksite-Based Learning	Worksite-based learning means 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.
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.

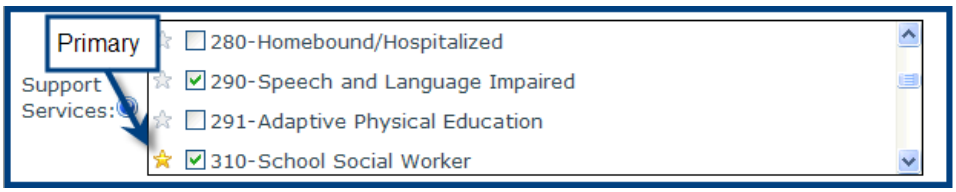
Instructions

- Choose/enter the code that represents the service being reported.

- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.

- This characteristic may be submitted up to five times within the Special Education 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 five.] 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.

- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless required by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

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.

Program Service Code

Characteristic System Name

ProgramServiceCode

Definition

The IEP-designated program(s), or IFSP 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 his/her 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 Specific Learning Disabilities	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 Impairments	MARSE R340.1748
191	Early Childhood Special Education (Classroom) Program	MARSE R340.1754
192	Programs for Severe Language Impairment	MARSE R340.1756
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.

- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.

- At least one valid code must be reported in this characteristic when the Special Education Component is submitted. Up to three occurrences may be reported when the student participates in multiple programs. [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 three occurrences.]

- 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 Date of Count (or system date if Date of Count is not reported in the Membership Component), 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").

- *Code "270" currently has students that receive their services under two different rules:

  1. Students that receive their services under rule 340.1862 and have an active Individualized Family Service Plan (IFSP)
     - These are children birth through age 3
     - For reporting purposes, these students will be designated as program code '271'.

  2. Students receiving services under Rule 340.1755 and have an active Individualized Education Plan (IEP)
     - These are students 2 years 6 months old through age 5
     - For reporting purposes, these students will be designated as program code '272'.

  - Note that because of the age overlap, from 2 years 6 months to age 3, a student in this age range is eligible for either an IFSP or an IEP. For these students, so long as the student's IFSP is active, they are still considered to be receiving services under rule 340.1862, and will be designated as program code '271'.

  - There will be staging area and certified reports available for districts to see, prior to and after collection certification, how their children reported with program code 270 will break out according to their reported age and IFSP/IEP status. This report will provide both summary and student-level data.

- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

Characteristic Tip

Be careful not to enter the type of disability rather than the IEP or IFSP-designated program for the student. A student does not have to have an impairment that matches the program assignment.

Primary Educational Setting

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 as follows, depending on the collection:

- Fall General Collection: Pupil Membership count day
- Spring General Collection: Supplemental count day
- EOY General Collection: June 30
- SRM Collection: As of Date characteristic in the Student Record Maintenance Component

Use

Primary Educational Setting is utilized to report on the least restrictive environment (LRE) 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)

Preferred codes for children from birth through 2 years of age:

Code	Text	Description
31	Home (birth thru 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 (including kindergarten) designed primarily for children without disabilities. Children may attend part of their program day in special education programs and services. Early childhood programs include:

- Regular kindergarten classes;
- Public school preschool/pre-kindergarten programs designed primarily for children without disabilities (e.g., Head Start, Michigan School Readiness Programs, Title I preschool programs, community education preschool programs);
- Private preschool programs designed primarily for children without disabilities (e.g., Head Start, Michigan School Readiness Programs, 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	The student receives his/her 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: • 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. Do not include children who also attended a regular early childhood program.
23	Home (3 through 5 years)	The student receives his/her special education and related services in the principal residence of the child's families or caregivers.
25	Residential Facility	The student receives his/her 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.

Code	Text	Description
26	Separate School	The student receives his/her 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 his/her 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 his/her 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 his/her 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 his/her special education services in the same location where general programming occurs.
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 his/her special education services in a different location from where general programming occurs.

Preferred codes for children at least 6 years of age:

Code	Text	Description
For codes 02, 03, 05, 06 and 07, placement is outside the general education building:		
02	Public or Private Special Education School Building at Public Expense	The student receives his/her 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 his/her 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."
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.)

Code	Text	Description
07	Parentally Placed in Private School or Home school at Private/Parent Expense	The student is enrolled by his/her 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. Do not include children who are placed in private schools by the LEA. Also include students who have been expelled and are currently receive special education programs and/or services at home or in community (non-school setting) per USED, Office of Special Education Programs.
For codes 11–13, placement is within the general education building:		
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.
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.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- 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.
- 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).

- 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; or
  - code "02", "03", "05", "06", "07", "11", "12" , or "13" and the student is younger than 6 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 6 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 6 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).
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

Guidance for students from birth through 2 years of age:

- If early intervention services are only delivered to family members (i.e., no services are delivered to the child), report the child in the "other" setting category (code 38).
- If all of the services a child receives were delivered in the same setting then that setting is the primary setting. For example: if the child will receive one hour of physical therapy services in his/her home each week and that is the only early intervention service the child receives as of the current child count date, then the home is the primary setting.

- If a child receives services in more than one setting, report the child in the setting in which he or she receives the most hours of early intervention services. For example: a toddler who receives one hour of service a month in the home and four hours of service a month in a preschool should be reported in the category 41: "Community-Based Setting."
- If the amount of time a child spends is the same for two or more settings (e.g., the child receives an equal number of hours of service in two or more settings and the child does not receive a higher number of hours of early intervention service in a different setting), report the primary setting based on the following decision rules:
    - If the child receives an equal number of hours of service in the home and one or more other settings, report the child in the home setting.
    - If the child receives an equal number of hours of service in a community-based setting and one or more other settings (other than in the home setting), report the child in the community-based setting.

State Of Michigan Contact

Questions about children **birth through 2 years of age** should be directed to:

Michigan Department of Education
Office of Great Start
Vanessa Winborne
517-335-4865
WinborneV@michigan.gov

Questions about children **3 through 5 years of age** should be directed to:

Michigan Department of Education
Office of Great Start
517-373-8483

Questions about students **6 to 26 years of age** should be directed to:

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

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).

Special Education Exit Reason

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 tracking and for NCLB and IDEA reporting.

Citation

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 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 team determined that s/he no longer met the criteria to be eligible for special education programs or services.
31	Parent revoked consent for student to receive special education programs and/or services	The student was exited from special education programs or services because his/her parent or guardian revoked his/her consent for the student to participate in special education programs and/or services.

Instructions

- Choose/enter the code that represents exit reason being reported.
- Errors will occur when anything other than one of the codes listed above are submitted in this characteristic.
- This characteristic may not be submitted more than once within the Special Education Component.

- 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.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

Characteristic Tip

Students who exit the district (District Exit Status does not contain code "19" in the Enrollment Component) may or may not have data submitted in the Special Education Exit Reason characteristic.

Special Education Exit Date

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 tracking and for NCLB and IDEA reporting.

Citation

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

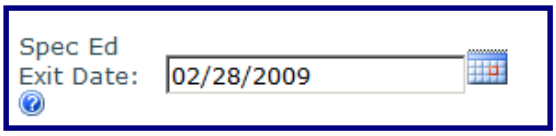
Date (only); CCYY-MM-DD

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. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.



- Entering anything other than a date in this characteristic will result in the file-level error and the file will be rejected on upload.
- The date reported in this characteristic must be the equal to or after the District Enrollment Date for the submitted operating district. (Special Education Exit 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 in Special Education Exit Date must be before or equal to the District Exit Date. (Special Education Exit Date <= District Exit Date)

- This characteristic is required when Special Education Exit Reason is reported.
- An error will be generated if this characteristic is reported and Special Education Exit Reason is not included in the Special Education Component.
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, unless it is required by another business rule.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

Characteristic Tip

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).

Placed by Another District IEP

Characteristic System Name

PlacedByAnotherDistIEP

Definition

Indicate when the student, as stipulated in his/her 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.

A program is a center program as defined in Section 6(1) of the State School Aid Act Sec. 6(1). "Center program" means a program operated by a district or intermediate school district for special education pupils from several districts in programs for pupils with autism spectrum disorder, pupils with severe cognitive impairment, pupils with moderate cognitive impairment, pupils with severe multiple impairments, pupils with hearing impairment, pupils with visual impairment, and pupils with physical impairment or other health impairments. Programs for pupils with emotional impairments housed in buildings that do not serve regular education pupils also qualify. Unless otherwise approved by the department, a center program either shall serve all constituent districts within an intermediate school district or shall serve several districts with less than 50 percent of the pupils residing in the operating district. In addition, special education center program pupils placed part-time in non-center programs to comply with least restrictive environment provisions of section 612 or part B of the Individuals with Disabilities Education Act, 20 USC 1412, may be considered center program pupils for pupil accounting purposes for the time scheduled in either a center program or noncenter program (MARSE R 388.1606(1)).

Or

A "Cooperative Agreement Program" involves a written voluntary agreement between and among districts to provide certain educational programs for pupils in certain groups of districts. The written agreement shall be approved by all affected districts at least annually and must specify the educational programs to be provided and the estimated number of pupils from each district who will participate in the educational programs. Ideally, the agreement should specify the program type, the class schedule for each district's pupils, the cost of participating in the program, and the means of transportation to the class. A pupil enrolled in a cooperative agreement program may be counted in membership in the pupil's district of residence with the written approval of all parties to the cooperative agreement.

Use

These data are used for NCLB 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

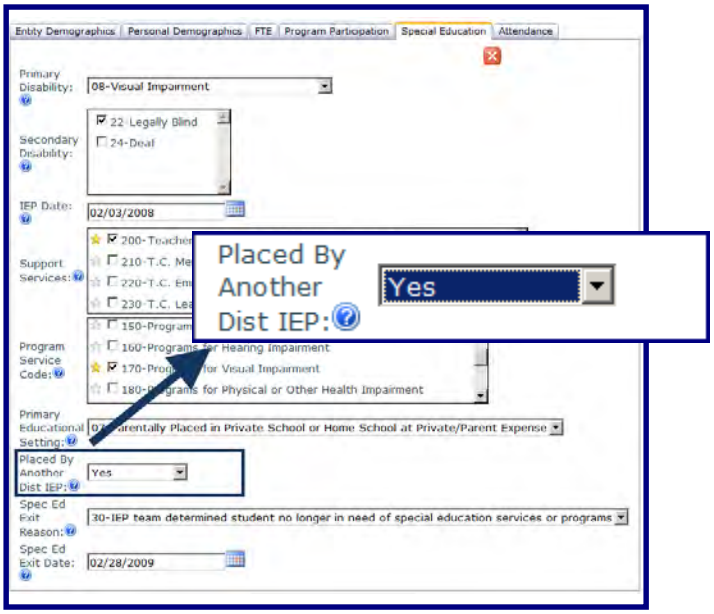
Boolean (true, false, 1, 0) (XML)

- 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 online Special Education Component would look like the screenshots below.



  The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <SecondaryDisability>22</SecondaryDisability>
         <IEPDate>2008-02-03</IEPDate>
        <SupportServices>200</SupportServices>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>true</PlacedByAnotherDistIEP>
</SpecialEducation>
```

- This characteristic must not be reported when the Primary Disability characteristic is not included in the record.
- When a value is reported in this characteristic, the Type of Plan characteristic must be reported with "02" (IEP).
- If you report anything other than a Boolean value (true/false or 0/1), the system will generate a file-level error and reject the file upon upload.

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

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.

Section 52 FTE (Special Education)

Characteristic System Name

Section52FTE

Definition

The full-time equivalency (FTE) 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 Michigan Pupil Accounting Manual and Section 6 of the State School Aid Act.

Use

MDE and CEPI use these data for state aid foundation payments, tracking and for federal and state reporting requirements.

Citation

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 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 (FTE) for which the student is eligible for special education instructional instruction in grades K–12. Do not include adult education participants.
- 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:

  - You must not report code "20" (Adult Education) in the Grade Or Setting characteristic
  - The Student Residency characteristic must contain code "09" OR the Primary Disability characteristic must contain a valid code.
  - If you submit the Attendance Component with this record, the Days Attended characteristic must contain a value greater than zero or the characteristic Ten 30 Day Rule must contain the code "Yes".
  - The student must be younger than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
  - If you submit the Special Education Exit Date characteristic, the exit date must be after the legislated count date for the collection in which you are reporting.

- The reported value in this characteristic must equal zero (0.00) in the following conditions. Otherwise, an error will occur:
  - If the student's Enrollment Date is after the legislated count date. (Enrollment Date > count date, then Section 52 FTE = 0.00)
  - If the reported school or facility closed prior to the legislated count date. (EEM closed date < count date, then Section 52 FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then Section 52 FTE = 0.00)
  - If the code reported in District Exit Status is not "19".
  - If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the characteristic Grade Or Setting 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.
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable 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. The default value for online entry is "0.00".

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Dianne Easterling
517-335-0459
EasterlingD@michigan.gov

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.

Section 53 FTE (Special Education)

Characteristic System Name

Section53FTE

Definition

The full-time equivalency (FTE) for which the student is eligible for special education programs or services, provided only to students with disabilities who qualify for Section 53 membership under the following criteria:

(a) A pupil assigned to a district or intermediate school district through the community placement program of the court or state agency, if the pupil was a resident of another intermediate district at the time the pupil came under the jurisdiction of the court or a state agency.

(b) Pupils who are residents of institutions operated by the Department of Community Health.

(c) Pupils who are former residents of Department of Community Health institutions for the developmentally disabled and are placed in community settings other than the pupils' homes.

(d) Pupils enrolled in a department-approved, on-grounds educational program longer than 180 days, but not longer than 233 days, at a residential child-care institution, if the child-care institution offered in 1991-92 is an on-grounds educational program longer than 180 days but not longer than 233 days.

(e) A pupil placed in a district by a parent for the purpose of seeking a suitable home, if the parent does not reside in the same intermediate district as the district in which the pupil is placed.

For more detailed FTE information, please refer to the Michigan Pupil Accounting Manual and Section 6 of the State School Aid Act.

Use

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

Citation

School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 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 (FTE) for which the student is eligible for special education instructional in grades K–12. Do not include adult education participants.
- 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 in the Special Education Component.
  - If you submit the Attendance Component with this record, the Days Attended characteristic must contain a value greater than zero or the Ten 30 Day Rule characteristic must contain the code "Yes".
  - 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 code submitted in Grade Or Setting must not be "20" (Adult Education).
  - If you submit the characteristic Special Education Exit Date, the exit date must be after the legislated count date for the collection in which you are reporting.
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
  - If the student's Enrollment Date is after the legislated count date. (Enrollment Date > count date, then Section 53 FTE = 0.00)
  - If the Primary Disability characteristic is not reported.
  - If the reported school or facility closed prior to the legislated count date. (EEM closed date < count date, then Section 53 FTE = 0.00)
  - If the reported school or facility opened after the legislated count date. (EEM opened date > count date, then Section 53 FTE = 0.00)
  - If the code reported in the District Exit Status characteristic is not "19".
  - If the code reported in Student Residency characteristic contains code "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.
- If you enter anything other than a decimal number, the system will generate a file-level error and reject the file upon upload.
- Do not submit blanks, as they are not acceptable 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. The default value for online entry is "0.00".

State Of Michigan Contact

Michigan Department of Education
Office of Special Education
Dianne Easterling
517-335-0459
EasterlingD@michigan.gov

Characteristic Tip

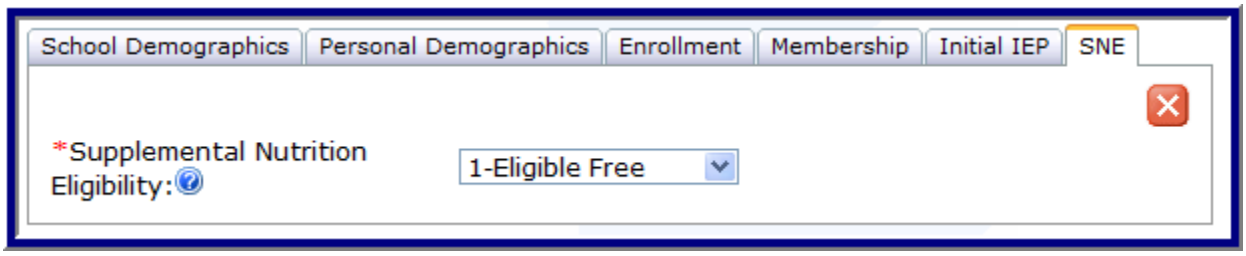
If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE Component as well as in the General Education FTE Component.

Supplemental Nutrition Eligibility (SNE) Component

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. Data reported in this 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 (see Data Usage section). Therefore, it is critical that you report these data correctly. You are required to submit the SNE Component in the Fall General Collection for all eligible students. You may also submit the component in the Student Record Maintenance, Early Childhood, Spring General and EOY General Collections.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Supplemental Nutrition Eligibility	List of Values	1	Required	No	1



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

Fall General Collection

You must submit the SNE Component as part of the record for each student who has been determined to be eligible for free milk or free/reduced-price meals for the current school year, and **who was enrolled on the legislated fall pupil membership count date** (October 5, 2016). Districts may continue to collect applications and determine eligibility status after 10/5/2016 **until the collection certification deadline (11/16/2016)** for students actively enrolled on count day. As noted in the Data Usage section below, many funding allocations and state/federal reports are based on SNE data submitted in this collection. Under-reporting will result in a significant negative impact on these allocations in the subsequent school year.

Spring General Collection, EOY General Collection, SRM Collection

Multiple state and federal reports use SNE data submitted throughout the school year; therefore it is very important to submit these data for students who were found eligible after the Fall General Collection, or whose status changed from eligible for reduced-price meals to eligible for free meals. However, if your local student information system does not have this capability, you may submit this component for all eligible students in these collections.

Eligibility Criteria

A student is eligible for free meals/milk or reduced-price meals when he or she meets one of the following criteria:

- Attends a school that participates in the national school lunch, school breakfast, and/or special milk program, has applied using a school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements.

- Attends a school that does not participate in the national school lunch, school breakfast, and/or special milk program, has applied using an application other than the school lunch application, and is approved as eligible for free or reduced-price meals or free milk based on income or categorical requirements.

- Is either listed on the Direct Certification report, or is a sibling in the same household as a student who appears on the Direct Certification report and receives assistance under the Supplemental Nutrition Assistance Program (SNAP) and/or the Temporary Assistance to Needy Families (TANF) program.
    - NOTE: siblings of a foster child within the same household are not eligible via Direct Certification.
    - For more information about the Direct Certification report, please visit the CEPI Direct Certification Report web page.

- Is homeless or has been identified as homeless during the current school year.

- Has a current migrant Certificate of Eligibility (COE) or has been identified as migrant during the current school year.

Additional notes:

- The student's eligibility should be reported at the district or districts in which the student is enrolled, not necessarily the school where the student receives meals. The student need not actually receive a meal on the collection count date.

- Participation is **not** a requirement for eligibility. Neither the attended school nor the student has to participate in the national school lunch, school breakfast and/or special milk programs for the student to be found eligible. **Non-participating schools** must use an application form to determine eligibility. A sample application form (Household Information Survey) is available ~~in the *Community Eligibility Provision (CEP) Information* section~~ on the CEPI Direct Certification web page under "Help and Training" that may be used for this purpose.

- Once the student has been reported as being eligible for either free or reduced-price milk/meals during a school year, s/he is eligible for the entire school year.

- Once the student has been reported as being eligible for free milk/meals, the student's eligibility cannot be removed or changed to reduced-priced during the school year. Therefore, it is imperative that your district's food and nutrition staff, homeless liaison, migrant liaison and assessment coordinator be involved in the review of the Staging Area reports before certifying the collection.

- The MSDS will identify students as **eligible for free milk/meals** who either appear on your district's Direct Certification report OR who have been identified as homeless or migrant during the current school year, even if you do not include the SNE Component on their records.

Carryover students

If a student was eligible for free or reduced-price milk/meals in the previous school year, s/he may continue to receive free or reduced-price milk/meals for the first 30 school days of the new school year. **Do not report these students as being eligible for free or reduced-price milk/meals in the Fall General Collection unless you have determined that they are also eligible for the current school year.** If you determine that a student's supplemental nutrition eligibility status was reported incorrectly, please contact CEPI customer support for assistance.

Community Eligibility Provision (CEP)

If your district is participating in CEP, **DO NOT report all students as SNE**. Only report students with the SNE Component who have been determined as eligible because of being economically disadvantaged (see "Eligibility Criteria" section above). Your district should be collecting data from students' families to determine economically disadvantaged status. A sample application form (Household Information Survey) is available on the CEPI Direct Certification web page under "Help and Training" that may be used for this purpose. For more information about CEP, refer to the MDE School Nutrition Programs website.

System Reports

The following MSDS reports will help you verify that each eligible student was reported with the SNE Component:

- Economically Disadvantaged Students – this report is found under the General Reports menu and displays summary and student-level information for students who are reported with the SNE Component and/or eligible through direct certification, migrant, or homeless status. You must have a Supplemental Nutrition role in order to run this report.
- Supplemental Nutrition – this staging area/certified report provides district, building, and grade level count of students reported with the SNE Component.

Data Usage

Data reported in this 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. Therefore, it is critical that you report

these data correctly.

- **31a & Title I allocations:**
  The Michigan Department of Education, Office of Field Services uses this subgroup based on data reported in the Fall General Collection in the calculation of Section 31a and Title I allocations for the subsequent school year. MDE's Office of School Improvement may also use this subgroup to calculate state and federal grant awards.

- **E-Rate:**
  This subgroup is used to derive eligibility for a district's E-rate discount based on data reported in the Fall General Collection. Michigan does not recognize pre-K or adult education students as eligible for E-rate discounts. The use of individual student data collected in the MSDS allows these records to be filtered out, resulting in improved accuracy in reporting the eligibility of students in Michigan. Obtain further information regarding the E-rate at:

  http://michigan.gov/mde/0,1607,7-140-6530_21417---,00.html or www.usac.org/sl

- **Perkins Core Performance Indicators:**
  The MDE Office of Career and Technical Education uses this subgroup for identification of the economically disadvantaged special population group for the Perkins Core Performance Indicators. Economically disadvantaged data are updated in CTEIS on an ongoing basis throughout the school year. However, the final capture of data for the Perkins Core Performance Indicators occurs at the end of the school year after districts submit their final enrollment reports in June. For more information on the Office of Career and Technical Education and the Perkins Core Performance Indicators please visit:

  http://michigan.gov/mde/0,4615,7-140-6530_2629---,00.html

- **Accountability Scorecard:**
  This subgroup contributes toward the economically disadvantaged indicator for accountability scorecard results. The results are calculated after all assessments for the scorecard have been completed (i.e., M-STEP, MI-Access, ACT, WorkKeys, and WIDA). You may find additional information regarding accountability scorecard results at:

  http://www.michigan.gov/mde/0,4615,7-140-22709_25058---,00.html

- **Graduation and Dropout Rates:**
  This subgroup is used as the Economically Disadvantaged indicator in the calculation of statewide graduation and dropout rates. For more information about how graduation and dropout rates are calculated, please visit:

  http://www.michigan.gov/cepi/0,4546,7-113-986_50502_56418---,00.html

- **Great Start Readiness Program:**
  The Michigan Department of Education Office of Great Start uses the number of first through fifth grade students in this subgroup, based on data reported in the Fall General Collection, to determine funding levels for the Great Start Readiness Program in the

subsequent school year, per Sections 32d~~, 32*l*~~ and 39 of the State School Aid Act. For more information on the Office of Great Start and the Great Start Readiness Program please visit:

http://www.michigan.gov/gsrp

- **School Nutrition Programs:**
  The Michigan Department of Education School Nutrition Programs unit uses this subgroup, based on data reported in the Fall General Collection, in the calculation of the After School Snack Program, Summer Food Services Program, Family Day Care Home Eligibility, Fresh Fruit and Vegetable Application, and other federal reporting purposes. For more information on the Michigan Department of Education School Nutrition Programs unit please visit:

  http://www.michigan.gov/mde/0,4615,7-140-43092_50144---,00.html

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Supplemental Nutrition Eligibility

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. For more information on how and when the data are used, please refer to the Data Usage section of the SNE Component.

Citation

Richard B. Russell National School Lunch Act, 42 USC. 175; Child Nutrition Act of 1966, 42 USC 1771; NCLB, Sec 20; Telecommunications Act of 1996, Sec. 254 (E-rate); NCLB, 20 USC 6311; PL 107-110 Sec. 1111 (computation of economically disadvantaged subgroups for Scorecard 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.

Instructions

- Choose/enter the code that represents the student's eligibility status for free or reduced-price meals.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- You must submit this characteristic when you submit the SNE Component.
- If you submit the SNE Component, this characteristic must be reported with code "1" when the following conditions apply:
    - If you have identified the student as homeless (reported during the current school year with the Homeless Component)
    - If the student has been identified in MEDS as eligible for migrant services (your migrant services coordinator should have this information)

- If the student has been directly certified (included on the Direct Certification Report for the current school year). The system will generate a certification-level error when a directly certified student is reported with code "2".

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

For questions regarding **Section 31A and Title I allocations**, contact:
Michigan Department of Education
Office of Field Services
Becky Pennington
517-373-2519
PenningtonB@michigan.gov

For questions regarding **Supplemental Nutrition Eligibility**, contact:
Michigan Department of Education
Office of School Support Services
517-373-3347
MDE-SchoolNutrition@michigan.gov

For questions regarding **E-rate**, contact:
Michigan Department of Education
Educational Technology and Data Coordination
Bruce Umpstead
517-335-2957
UmpsteadB@michigan.gov

For questions regarding **Accountability Scorecard Results**, contact:
Michigan Department of Education
Division of Accountability Services
877-560-8378 toll-free or 517-373-8393
BAA@michigan.gov

For questions regarding **Perkins Core Performance Indicators**, contact:
Michigan Department of Education
Office of Career and Technical Education
David MacQuarrie
MacQuarrieD@michigan.gov

For questions regarding the reporting of **Early Childhood** information, please contact:
Michigan Department of Education
Office of Great Start
517-373-8483

Characteristic Tip

Once the student has been reported as being eligible for either free or reduced-price milk/meals during a school year, s/he is eligible for the entire school year. ***Remember:*** *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.*

Student Course Component

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, includes the final grade. Beginning in Fall 2014, TSDL is an ongoing full-year collection. 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 the end of the school year. The Student Course Component may be reported as many times as necessary to report each course taken by a student during a school year.

Beginning in the 2016-2017 school year, the TSDL collection will be used to report and process all Section 64b funding claims. It is recommended that you wait until the course is completed before submitting the course information.

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 Text	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
Course Type	List of Values	6	Required	No	1
Academic Year	List of Values	7	Optional	No	1
Credits Granted	Decimal	8	Conditional	No	1
Course Grade	Text	9	Conditional	No	1
Completion Status	List of Values	10	Required	No	1
PIC	Numeric Text	11	Conditional	Yes	3
Virtual Method	List of Values	12	Optional	No	1
Mentor PIC	Numeric Text	13	Conditional	Yes	3
College Credit	Numeric Text	14	Optional	No	1

School Demographics | Student Course

*Subject Area Code:	01-English language and literature
Course Identifier Code:	054
*Local Course Id:	4323
*Local Course Title:	AMER LIT 1H
Course Section ID:	1111
*Course Type:	02-Honors
AcademicYear:	Please Select
Credits Granted:	0.00
Course Grade:	E
*CompletionStatus:	CP-Completed/Passed
PIC:	0000267531
Virtual Method:	Please Select
Mentor PIC:	

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

End-of-Year General Collection

There is a period of time where the Ongoing TSDL Collection and the End-of-Year (EOY) 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 (exception for district 84050). This helps ensure data are accurately reflected in TSDL reports after the school year is over.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Subject Area Code

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 and CEPI use these data for federal and state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

Specification

List of values (choose from lists)

Subject Area Codes for Prior to Secondary (elementary) Courses

NCES web page: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011801.pdf

Code	Subject Area	Description
51	English Language and Literature	Academic subject area related to English language and literature.
52	Mathematics	Academic subject area related to mathematics.
53	Life and Physical Sciences	Academic subject area related to life or physical science.
54	Social Sciences and History	Academic subject area related to social science or history.
55	Fine and Performing Arts	Academic subject area related to the fine or performing arts.
56	Foreign Language and Literature	Academic subject area related to foreign language and literature.
57	Religious Education and Theology	Academic subject area related to religion and theology.
58	Physical, Health and Safety Education	Academic subject area related to physical, health or safety education.
60	Computer and Information Sciences	Academic subject area related to computer or information sciences.
61	Communication and Audio/Visual Technology	Academic subject area related to communication and audio/video technology.
62	Business and Marketing	Academic subject area related to business and marketing.
63	Manufacturing	Academic subject area related to manufacturing.
64	Health Care Sciences	Academic subject area related to health care sciences.

Code	Subject Area	Description
65	Public, Protective, and Government Services	Academic subject area related to public, protective, and government services.
66	Hospitality and Tourism	Academic subject area related to hospitality and tourism.
67	Architecture and Construction	Academic subject area related to architecture and construction.
68	Agriculture, Food, and Natural Resources	Academic subject area related to agriculture, food, and natural resources.
69	Human Services	Academic subject area related to human services.
70	Transportation, Distribution, and Logistics	Academic subject area related to transportation, distribution, and logistics.
71	Engineering and Technology	Academic subject area related to engineering and technology.
72	Miscellaneous	Academic subject area, taught prior to the secondary school level, not represented in any other category.
73	Nonsubject Specific	Courses that are not differentiated by subject area--that is, where students are enrolled in a grade-specific course and are taught various subjects throughout the day, rather than being enrolled in subject-specific courses.

Subject Area Codes for Secondary Courses

NCES web page: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341.pdf

Code	Subject Area
01	English Language and Literature
02	Mathematics
03	Life and Physical Sciences
04	Social Sciences and History
05	Fine and Performing Arts
06	Foreign Language and Literature
07	Religious Education and Theology
08	Physical, Health, and Safety Education
09	Military Science
10	Computer and Information Sciences
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
19	Human Services
20	Transportation, Distribution, and Logistics
21	Engineering and Technology

Code	Subject Area
22	Miscellaneous

Subject Area Code for State Approved CTE Courses
NCES web page: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007341.pdf

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.
- Entering anything other than "00" or one of the approved NCES SCED list of values will result in the file-level error and the file will be rejected on upload.
- This characteristic must have a value of 51-73 (NCES SCED Prior-to-Secondary code) for students reported in grade 30, 00-08.
- This characteristic must have a value of 00-22 (State Approved CTE course also reported in CTEIS or NCES SCED Secondary code) for students reported in grade 06-12.

State Of Michigan Contact

For assistance with determining codes for special education courses, review MDE's Guidance on Course Reporting (Special Ed). If you still have questions, please contact:
Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

For assistance with determining codes for regular education courses, review MDE's Guidance on Course Reporting. If you still have questions, please contact:
Michigan Department of Education
Office of Education Improvement and Innovation
Curriculum and Instruction Unit
Abbie Groff
517-241-4285
GroffA@michigan.gov

You may also contact CEPI customer support for assistance.

Characteristic Tip

Students may be taking courses outside of their grade level. A warning will generate when a student in grade 30 or 00-05 is reported with a secondary course code, or when a student in grade 09-12 is reported with a prior-to-secondary course code.

Course Identifier Code

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 and CEPI use these data for federal and state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

Specification

List of values (choose from lists)

Course Identifier Codes are available the National Center for Educational Statistics publications listed below:

- NCES SCED Prior-to-Secondary Codes
- NCES SCED Secondary Codes

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.

State Of Michigan Contact

For assistance with determining codes for special education courses, review MDE's Guidance on Course Reporting (Special Ed). If you still have questions, please contact:
Michigan Department of Education
Office of Special Education
Jessica Brady
517-373-7504
BradyJ@michigan.gov

For assistance with determining codes for regular education courses, review MDE's Guidance on Course Reporting. If you still have questions, please contact:
Michigan Department of Education
Office of Education Improvement and Innovation
Curriculum and Instruction Unit
Abbie Groff
517-241-4285
GroffA@michigan.gov

You may also contact CEPI customer support for assistance.

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.

Local Course ID

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

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

Specification

Text (free form) – Maximum Length of 250 characters

Instructions

- This characteristic is required when the Student Course Component is submitted.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Local Course Title

Characteristic System Name

LocalCourseTitle

Definition

The title 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

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

Specification

Text (free form) – Maximum Length of 250 characters

Instructions

- This characteristic is required when the Student Course Component is submitted.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Course Section ID

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

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

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.
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a value. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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 particular teacher's first hour class and third hour class for the same course (e.g., Algebra I).

Course Type

Characteristic System Name

CourseType

Definition

The two-digit code for the course type.

Use

MDE and CEPI use these data for federal and state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

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	The course is part of a program of study sponsored and designed by the International Baccalaureate Organization that leads to examinations and meets the needs of secondary students between the ages of 16 and 19 years.
06	Not Applicable	There is no applicable course type.
07	Dual Enrollment/Early Middle College	The course is being taught by a post-secondary instructor as part of a dual enrollment or Early Middle College program. These courses are usually held at a local institution of higher learning, such as a community college or university. The course may be taken for credit toward a high school diploma, college credit or both.

Code	Text	Description
10	64b Dual/Concurrent Enrollment Course	This is a dual/concurrent enrollment course resulting in both high school and college credit earned under Section 64b incentive legislation.
00	Other	The course type does not fall within one of the other categories.

Instructions

- Choose/enter the code that best represents the level and rigor of the instruction provided throughout the reported course.
- Reporting anything other than one of the codes listed above will result in a file-level error and the file will be rejected upon upload.
- This characteristic is required when the Student Course Component is submitted.
- When the Course Type is "02" or "03", the student should be reported in grades 7 – 12.
- When the Course Type is "04", "07" or "10", the student must be reported in grades 9 – 12.
- When reporting post-secondary courses, use code "07" (Dual Enrollment/Early Middle College) unless they are being submitted under the Section 64b Incentive program. In that event, use code "10" (64b Dual/Concurrent Enrollment Course).

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Academic Year

Characteristic System Name

AcademicYear

Definition

The academic year for the student course being reported.

Use

MDE and CEPI use these data for federal and state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

Specification

List of values (choose from list)

Code	Text	Description
2015-2016	2015-2016	The academic year beginning July 1, 2015 and ending June 30, 2016.
2016-2017	2016-2017	The academic year beginning July 1, 2016 and ending June 30, 2017.

Instructions

- This characteristic is not required when reporting courses for the 2016-2017 academic year.
- This characteristic is required when reporting courses for previous school years.
- If you enter anything other than one of the values listed, the system will generate a file-level error and reject the file upon upload.
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

When reported, this characteristic should be the academic year in which the student last attended the course.

Credits Granted

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 students.

Use

MDE and CEPI use these data for federal and state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

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).
- This characteristic is required when reporting secondary level courses (Subject Area Code = 01-22), unless the student is reported in TSDL in grade or setting 14, or unless the Completion Status = "AU" (audited) or "OE" (ongoing enrolled).
- If you enter anything outside the range of the decimal values allowed or a non-numeric value, the system will generate a file-level error and reject the file upon upload.
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

Report credits granted when the student has completed the course and is granted credit.

Course Grade

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 that as would be reported on the student's academic record for the course. This characteristic is only required for Migrant-eligible students.

Use

MDE and CEPI use these data for state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

Specification

- Text-free form; 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.
- This characteristic is required when reporting secondary level courses (Subject Area Code = 01-22), unless the student is reported in TSDL in grade or setting 14, or unless a Completion Status of "AU" (audited) or “OE” “OE” can only be used during the course of the school year. Courses submitted at the end of the year must have a valid Completion Status that does not equal “OE” with the exception of Special Education students.
- ~~This characteristic is required when reporting a Completion Status of "TO" (tested out).~~
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Completion Status

Characteristic System Name

CompletionStatus

Definition

The student's final status for the course being reported.

Use

MDE and CEPI use these data for federal and state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

Specification

List of values (choose from list)

Code	Text	Description
AU	Audited	Use when all of the following apply: - 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 special education student is reported in grade or setting 14 and is expected to continue in this same course next year. This requires the use of Subject Area Code "73" and Course Section ID "039". This status may also be used for any non-special education student who 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	The special education student is reported in grade or setting 14 and 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	At the time the student withdrew or exited the course, he/she was passing the course.
WF	Withdrawn/Failing	At the time the student withdrew or exited the course, he/she was failing the course.
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 the 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.
- If you enter anything other than one of the codes listed above, the system will generate a file-level error and reject the file upon upload.
- This characteristic is required when the Student Course Component is reported.
- When Completion Status is "CS", the Subject Area Code must = "73" and the Course Identifier Code must = "039".
- ~~When Completion Status is "TO", the Course Grade characteristic must be reported.~~
- 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

When a course is reported on a student's academic record (regardless of grade or credit), the course and Completion Status must be reported in TSDL.

PIC

Characteristic System Name

PIC

Definition

The Personnel Identification Code (PIC), as assigned in the Registry of Educational Personnel (REP) Application, for each teacher responsible for some or all of the instruction of the course being reported.

Use

MDE and CEPI use these data for state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

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, unless this course is a dual enrollment/Early Middle College course (Course Type = 07), 64b Dual/Concurrent Enrollment course (Course Type = 10), or unless this course is a state approved CTE course that is 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 particular course.
- The PIC number(s) must be valid in the Registry of Educational Personnel (REP). Leading zeros are not permitted.
- Enter up to three (3) PIC numbers for the teacher(s) responsible for some or all of 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.
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tips

Teacher aides/parapros and non-instructional staff (counselors, social workers, etc.) should not be reported in this characteristic.

Teachers who are providing instruction in separate courses such as art, physical education, music, etc., in which these separate courses are reported on a student's academic record, should be reported in TSDL. Each course should be reported as a separate course with the applicable teacher of record PIC(s). If the instruction is considered part of a general inclusive classroom course, the teacher may be reported as a co-teacher along with the primary instructor. If the teacher is providing supportive or supplemental instruction only and is not responsible for the student's outcomes in the course, he or she is not required to be reported.

Substitute teachers should only be reported in this characteristic when they are the teacher of record (i.e., when they assign/assist with determining the student's course grade or make/assist with making grade level placement and completion status decisions). In all other cases, reporting a substitute teacher with a course is at the district's discretion.

Special education teachers who are only providing supplementary assistance and who are not considered the teacher of record are not required to be reported.

Virtual Method

Characteristic System Name

VirtualMethod

Definition

This field indicates the type of virtual instruction the student is receiving. This could be virtual learning, online learning or computer courses; distance learning; or self-scheduled virtual learning.

Use

MDE and CEPI use these data for state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

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 provided 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.
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.
- Entering anything other than one of the codes listed will result in a file-level error and the file will be rejected on upload.
- 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 (EEM) as a Cyber School or 100% Virtual School, the following rules apply:
    - This characteristic cannot be reported with 'NV', otherwise a record-level error will occur.
    - All courses must be reported with 'BL', 'DL', or 'OC', otherwise an error will be generated during the quality review process.
- A warning will be generated during the quality review process if the reported school or facility is identified as Less than 100% Virtual in the EEM, but no courses are reported with 'BL', 'DL', or 'OC'.
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

This characteristic may be but is not required to be reported if it is not a virtual delivery course.

Mentor PIC

Characteristic System Name

MentorPIC

Definition

A mentor teacher may be reported as the teacher of record for virtual delivery courses. If the enrollment is being counted under Section 5-O-A of the pupil accounting manual, the mentor teacher must be a certificated teacher employed by the district. If the enrollment is being counted under Section 5-O-D of the pupil accounting manual, the mentor teacher does not have to be a certificated teacher, but must be employed by the district.

Use

MDE and CEPI use these data for state reporting requirements.

Citation

Title XIV of Division A of ARRA of 2009
Section 380.1249 of the State Aid Act 451

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 (REP). 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.
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

When student performance data are returned (as it relates to state assessments), the district will determine how the performance data for mentored students are factored into teachers' evaluations and effectiveness labels.

College Credit

Characteristic System Name

CollegeCredit

Definition

The number of college credit hours earned in a dual/concurrent enrollment course that is eligible for Section 64b Incentive funding.

Use

MDE and CEPI use these data for state reporting requirements and calculating 64b incentive payments.

Citation

MCL 388.1664b

Specification

- Whole Number (Integer)
  - Minimum Value: 1
  - Maximum Value: 4

Instructions

- When the student has completed and received credit for the course, enter the credit value the student is receiving for completing the course.
- If you enter anything outside the range of the values allowed or a non-numeric value, the system will generate a file-level error and reject the file upon upload.
- This characteristic may only be reported when the Course Type is “10”
- Blanks are not acceptable in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form.

State Of Michigan Contact

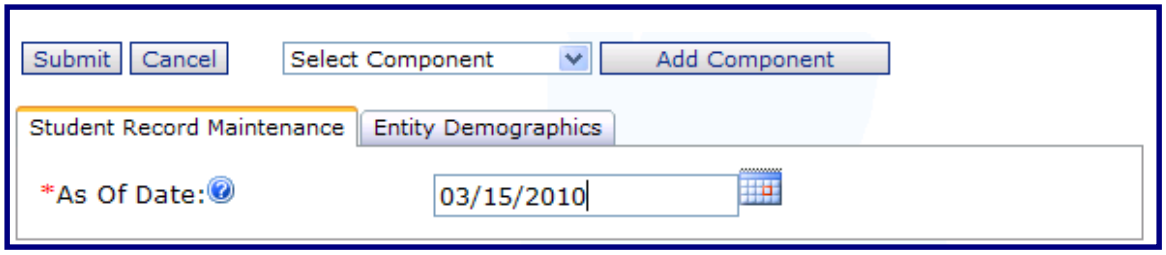
Michigan Department of Education
Office of State Aid and School Finance
Christopher May
517-355-1263
MayC@michigan.gov

Student Record Maintenance (SRM) Component

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



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

<u>When Is This Component Required?</u>

This component must be submitted as part of the SRM Collection.

<u>What Date Should Be Used For The "As of Date"?</u>

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 on or after the count date of the previous collection and prior to the count date of the next General Collection.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

As of Date

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

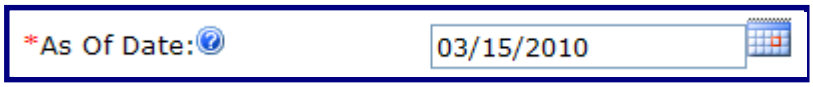
Date (only); CCYY-MM-DD

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.

- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- 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 must fall within the student's period of enrollment (Enrollment Date >= As of Date <= 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 prior to the Fall count date. (September 1 >= As of Date < Fall count date)
  - Between the Fall and Spring count dates: must be on or after the Fall count date and 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 on or 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

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.

Submitting Entity Component

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

Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

<u>When Is This Component Required?</u>

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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

Submitting Entity Type Code

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

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; NCLB, 20 USC 6311

Specification

List of values (choose from list)

Code	Text	Description
A	Agreement Number	The agreement number (formerly referred to as the recipient code) is used by the Office of School Support Services of the Michigan Department of Education (MDE). The 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.
- If you submit a code other than the above list, the system will generate a file-level error and the file will be rejected upon upload.
- This characteristic is required when the Submitting Entity Component is submitted.
- 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.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

When the submitting entity has both an agreement number and a district code, report the district code with the record.

Submitting Entity Code

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 at: http://cepi.state.mi.us/eem.

Use

These data are used for tracking and reporting purposes.

Citation

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; NCLB, 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 when the Submitting Entity Component is submitted.

State Of Michigan Contact

Multiple Michigan Department of Education offices may use these data. Please contact CEPI customer support for assistance.

Characteristic Tip

When the submitting entity has both an agreement number and a district code, report the district code with the record.

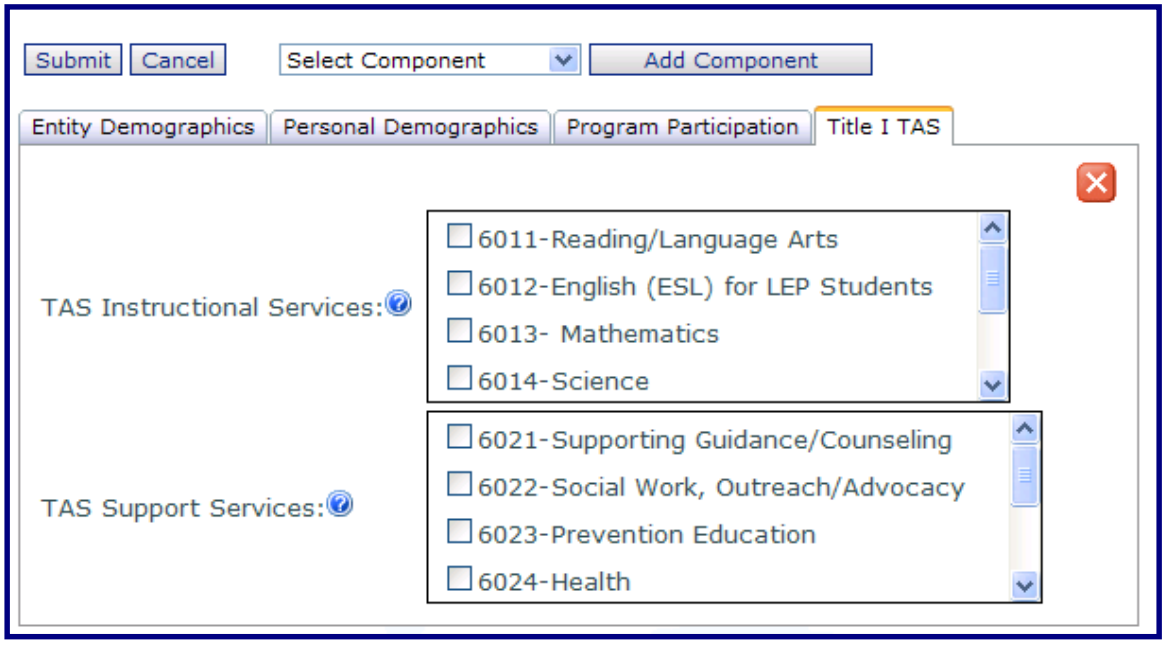
Title I TAS Component

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. NOTE: Student participation in Title I Schoolwide programs (SWP) is collected via the Michigan Electronic Grants System (MEGS).

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.



Component Validation Rules

These rules apply to the component as a whole. Rules related to specific characteristics within this component are detailed in the Characteristic Detail section.

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 though a general (Fall, Spring or EOY) or Student Record Maintenance Collection.

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 error 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.

Characteristic Details

The following section contains the definitions and business rules for each characteristic included in this component.

TAS Instructional Services

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. Schoolwide programs (SWP) are collected via Michigan Electronic Grants System (MEGS).

Use

These data are used for NCLB Title I reporting.

Citation

NCLB, 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 his/her 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.
- Errors will occur when anything other than one of the codes listed is submitted in this characteristic.

- 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.]
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, except when part of a required collection.

State Of Michigan Contact

Michigan Department of Education
Office of Field Services
Judy Thelen
517-335-1266
ThelenJ8@michigan.gov

TAS Support Services

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. Schoolwide programs (SWP) are collected via the Michigan Electronic Grants System (MEGS).

Use

These data are used for NCLB Title I reporting.

Citation

NCLB, 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.
- Errors will occur when anything other than one of the codes listed are submitted in this characteristic.

- This characteristic must be reported when the Title I TAS Component is submitted and at least one occurrence of the characteristic TAS Instructional Services is not included.
- 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.]
- Blanks are not accepted in an XML file upload. If this characteristic is submitted with a student record it must contain a code. The characteristic may be left blank when entering through the online form, except when it is part of a required collection.

State Of Michigan Contact
Michigan Department of Education
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Appendix

Appendix A: Michigan OSEP Summary Data Collection Form for 3 – 5 Year Olds

Michigan OSEP Child Summary Data Collection Form For 3 - 5 Year Olds (side 1)

Child Identification Information

Child's name (first) (mi) (last)

Race/Ethnicity

Is this child Hispanic/Latino? (Y) YES (N) NO

What is this child's race? (check all that apply)

- American Indian or Alaska Native
- Asian
- African-American or Black
- Native Hawaiian or Other Pacific Islander
- White

Gender

(M) Male
(F) Female

Date of birth (mm/dd/yy)

Type of Special Needs Eligibility

- Autism Spectrum Disorder
- Cognitive Impairment
- Deaf-Blindness
- Early Childhood Develop. Delay
- Emotional Impairment
- Hearing Impairment
- Other Health Impairment
- Physical Impairment
- Severe Multiple Impairment
- Specific Learning Disability
- Speech & Language Impairment
- Traumatic Brain Injury
- Visual Impairment

SRSD Unique Identification Code (UIC)

Location and Assessment Identification Information

District Code

Assessment Tool Used

- AEPS
- FULL Battelle
- Batelle SCREENER
- Brigance
- Carolina
- COR
- Crtv. Curric. Dev. Checklist
- LAP-3
- Part C Exit tool (specify): _____

Attending Building _____

Form Completion Instructions:

- Use only #2 pencil, no ink.
- Write and bubble-in full district and SRSD UIC codes.
- Use only original forms.
- Do not fold or staple forms.
- Fill in all circles completely
- Erase all stray marks and errors completely.
- No sticky notes, for comments please include additional sheets

Michigan OSEP Child Summary Data Collection Form For 3 - 5 Year Olds (side 2)

Date Assessment Completed (mm/dd/yy)

0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9

○ Collected at program **ENTRY** (i.e., 30 school days after placement)

○ Collected at program **EXIT** (i.e., 30 school days prior to child leaving the program)

Rating Scale Definitions

1. Not Yet
Child does **not yet** show functioning expected of a child his/her age in any situation. Child's functioning might be described as that of a **much younger child**.

2. Between Not Yet and Emerging

3. Emerging
Child does not yet show functioning expected of a child his/her age in any situation. Child demonstrates behavior and **emerging** skills upon which to build age-appropriate functioning. Functioning might be described as that of a **younger child**.

4. Between Emerging and Somewhat

5. Somewhat
Child shows functioning expected of a child his/her 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 his/her age **most** of the time and/or in **most** situations. Child's behaviors and skills are considered **mostly** appropriate for his/her age but there are **some concerns** about the child's functioning in this outcome area.

7. Completely
Child consistently shows functioning expected of a child his/her age in **all** or **nearly all** situations. Child's behaviors and skills are considered **appropriate** for his/her age. There are **no concerns** about this child's functioning in this outcome area.

Positive Social-Emotional Skills (Including Social Relations)

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

1a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

1 Not Yet
2
3 Emerging
4
5 Somewhat
6
7 Completely

1b. Has the child shown *any* new skills or behaviors related to positive social-emotional skills (including positive social relationships) since the last outcomes summary?

Y Yes
N No

Acquiring and Using Knowledge and Skills

Examples: Thinking, reasoning, remembering, and problem-solving; Understanding symbols; Understanding the physical and social worlds; and Pre-Academic and Functional Literacy

2a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

1 Not Yet
2
3 Emerging
4
5 Somewhat
6
7 Completely

2b. Has the child shown *any* new skills or behaviors related to acquiring and using knowledge and skills since the last outcomes summary?

Y Yes
N No

Taking Appropriate Action to Meet Needs

Examples: Taking care of basic needs, showing hunger, dressing, feeding, toileting, etc.; Contributing to own health and safety, follows rules, assists with hand washing, avoids inedible objects; Getting from place to place, mobility; Using tools, forks, strings attached to objects; Physical Health; and Responsibility and Independence

3a. To what extent does this child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

1 Not Yet
2
3 Emerging
4
5 Somewhat
6
7 Completely

3b. Has the child shown *any* new skills or behaviors related to taking appropriate action to meet needs since the last outcomes summary?

Y Yes
N No

Appendix B: Michigan Child Outcomes Form (COSF) Cheat Sheet

Michigan Child Outcomes Summary Form (COSF) Cheat Sheet

Directions: **This sheet is NOT the COSF**. Use this sheet as a tool to help you gather information for the COSF and submit to data entry staff.

A. Child Identification Information

UIC # (For office use only) _____ **Child's name (first)** _____ **(mi)** ____ **(last)** _____

Gender Ⓜ Ⓕ

Date of Birth _____

Type of Eligibility
Ⓐ *Early On*
Ⓑ *Early On* and MI Special Education

Service Provider _____

Department/Site _____

Race/ Ethnicity (*Choose only one*)
① American Indian/ Alaskan Native
② Asian American
③ Black/ Not Hispanic
④ White/ Not-Hispanic
⑤ Hispanic/ Latino
⑥ Other _____

Entry Data Sources

Comprehensive Assessment Tool Used (*Choose only one*)
Ⓐ AEPS Ⓓ EIDP Ⓖ Carolina Ⓘ Battelle
Ⓑ E-LAP Ⓔ Brigance Ⓗ IDA Ⓙ Bayley
Ⓒ HELP Ⓕ Other _____

Method for obtaining parent input for COSF (*Choose only one*)
Ⓐ Received in meetings (eg. Initial IFSP, Annual Review, Exit)
Ⓑ Collected Separately
Ⓒ Incorporated into Assessments
Ⓓ Not Included

Assessment Date _____ **Initial IFSP Signature Date** _____ **Date parent input was gathered** _____

Entry Outcomes Ratings

Date COSF Ratings were determined _____

1. Children have positive social relationships. _____(1 to 7)
2. Children acquire and use knowledge and skills. _____(1 to 7)
3. Children take appropriate actions to meet needs. _____(1 to 7)

Annual Data Sources

Comprehensive Assessment Tool Used (*Choose only one*)
Ⓐ AEPS Ⓓ EIDP Ⓖ Carolina Ⓘ Battelle
Ⓑ E-LAP Ⓔ Brigance Ⓗ IDA Ⓙ Bayley
Ⓒ HELP Ⓕ Other _____

Method for obtaining parent input for COSF (*Choose only one*)
Ⓐ Received in meetings (e.g. Initial IFSP, Annual Review, Exit)
Ⓑ Collected Separately
Ⓒ Incorporated into Assessments
Ⓓ Not Included

Assessment Date _____
use the ongoing assessment date

Date parent input was gathered _____

Annual Outcomes Ratings

Date COSF Ratings were determined _____

1. Children have positive social relationships. _____(1 to 7)
2. Children acquire and use knowledge and skills. _____(1 to 7)
3. Children take appropriate actions to meet needs. _____(1 to 7)

For Annual:
Annual means a collection of activities that happens approximately a year after the date the child enrolls in Early On.

Has the child shown **any** new skills or behaviors related to this outcome since the last outcomes summary?

Ⓐ Yes Ⓑ No | Ⓐ Yes Ⓑ No | Ⓐ Yes Ⓑ No

Annual Data Sources

Comprehensive Assessment Tool Used (*Choose only one*)
Ⓐ AEPS Ⓓ EIDP Ⓖ Carolina Ⓘ Battelle
Ⓑ E-LAP Ⓔ Brigance Ⓗ IDA Ⓙ Bayley
Ⓒ HELP Ⓕ Other _____

Method for obtaining parent input for COSF (*Choose only one*)
Ⓐ Received in meetings (e.g. Initial IFSP, Annual Review, Exit)
Ⓑ Collected Separately
Ⓒ Incorporated into Assessments
Ⓓ Not Included

Assessment Date _____
use the ongoing assessment date

Date parent input was gathered _____

Annual Outcomes Ratings

Date COSF Ratings were determined

For Annual:
Annual means a collection of activities that happens approximately a year after the date the child enrolls in Early On.

1. Children have positive social relationships. _____(1 to 7)
2. Children acquire and use knowledge and skills. _____(1 to 7)
3. Children take appropriate actions to meet needs. _____(1 to 7)

Has the child shown **any** new skills or behaviors related to this outcome since the last outcomes summary?

Ⓐ Yes Ⓑ No Ⓐ Yes Ⓑ No Ⓐ Yes Ⓑ No

Exit Data Sources

Comprehensive Assessment Tool Used (*Choose only one*)

Ⓐ AEPS Ⓓ EIDP Ⓖ Carolina Ⓘ Battelle
Ⓑ E-LAP Ⓔ Brigance Ⓗ IDA Ⓙ Bayley
Ⓒ HELP Ⓕ Other _____

Assessment Date

use the ongoing assessment date

Method for obtaining parent input for COSF (*Choose only one*)

Ⓐ Received in meetings (e.g. Initial IFSP, Annual Review, Exit)
Ⓑ Collected Separately
Ⓒ Incorporated into Assessments
Ⓓ Not Included

Date parent input was gathered

Exit Outcomes Ratings

Date COSF Ratings were determined

For Exit:
The child should be enrolled for a minimum of 6 months from the date the Initial IFSP was signed. Otherwise, an Exit COSF is not required.

1. Children have positive social relationships. _____(1 to 7)
2. Children acquire and use knowledge and skills. _____(1 to 7)
3. Children take appropriate actions to meet needs. _____(1 to 7)

Has the child shown **any** new skills or behaviors related to this outcome since the last outcomes summary?

Ⓐ Yes Ⓑ No Ⓐ Yes Ⓑ No Ⓐ Yes Ⓑ No

SPP Indicator Examples and Rating Guidelines

1. Children have positive social relationships.

Examples: Demonstrate secure attachments with the significant caregiver in their lives, initiate and maintain social interactions, communicate wants and needs effectively, build and maintain relationships with children and adults, regulate their emotions, understand and follow rules, and solve social problems.

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

2. Children acquire and use knowledge and skills.

Examples: Display an eagerness for learning, explore their environment, attend to people and objects, engage in learning opportunities, use knowledge and skills in a variety of everyday routines and activities, acquire and use the precursor skills that will allow them to learn reading and mathematics in kindergarten, show imagination and creativity in play.

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

3.Children take appropriate action to meet their needs.

Examples: Meet their self-care needs, use objects, move from place to place to participate in everyday activities and routines, seek help when necessary, and follow rules related to health and safety.

To what extent does the child show age-appropriate functioning, across a variety of settings and situations, on this outcome?

Definitions of Outcome Rating

1. **Not Yet:** Child does **not yet** show functioning expected of a child his or her 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 Emerging and Not Yet. **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 of his or her 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 like that of a **younger child**.

4. Between Somewhat and Emerging. 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 for his or her **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 like that of a **slightly younger child**.

6. Between Completely and Somewhat. Child's functioning generally is considered **appropriate** for his or her age but there are **some concerns** about the child's functioning in this outcome area.

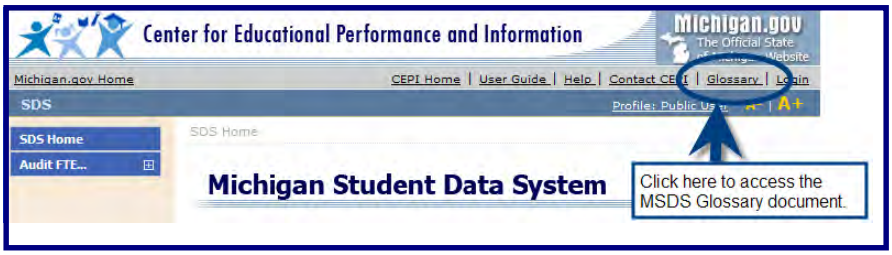
7. **Completely:** The child shows functioning expected for his or her age in **all or almost all everyday situations** that are part of the child's life. Functioning is considered **appropriate** for his or her age. No one has any concerns about the child's functioning in this outcome area.

Appendix C: Acknowledgement of Testing Volunteers

This section will be updated in August 2016.

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. Please refer to the MSDS Glossary available through the application for additional information.



Accountability Scorecard Results

Accountability Scorecard results are a cornerstone of the federal *No Child Left Behind Act of 2001* (NCLB). In Michigan, Scorecard results measures year-to-year student achievement by using the Michigan Education Assessment Program (MEAP) for elementary and middle schools and the Michigan Merit Examination (MME) for high schools. Other indicators, such as the number of students who participate in the assessments and the graduation rate for high schools, are also considered in the calculation. Access additional information through the MDE website or by clicking here.

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 (ESL) and advanced placement (AP), 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 (MEGS) and the Grants Coordination and School Support Office of the Michigan Department of Education. This number is stored in the Educational Entity Master (EEM) and is used in MSDS for entity identification when no entity code (district or building) is available.

Application

A computer program or group of programs designed for end users. Software applications are also known as end-user programs and include database programs, word-processing programs and spreadsheets.

Attachment

An attachment refers to a file that is embedded in an email message.

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

In computer searches, the use of the word "AND" between two words or other values (for example, "pear AND apple") enables you to search for documents containing both of the words or values, not just one of them.

Browser

A browser is a software program used to look at Internet web pages.

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.* (http://nces.ed.gov/forum/pub_2005801.asp)

Business Rules

Business rules refer to validation and quality assurance requirements specific to a characteristic, similar to the "Programming Edits" section in the SRSD Data Field Descriptions. 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 on the MDE Office of Career and Technical Education and Michigan's Perkins Federal Programs, please visit:

http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html.

Center for Educational Performance and Information (CEPI)

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 (COE)

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 (COE) created by the U.S. Department of Education (ED). 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 his/her 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

In the SRSD, fields were used. The MSDS calls these data elements "characteristics." Many of these characteristics correspond to individual fields in the SRSD, but some are new.

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.

Chart of Accounts (COA)

The Chart of Accounts (COA) is a listing of standardized accounting codes and related definitions districts must use when reporting financial data in the Financial Information Database (FID). These codes are necessary to assure that financial data reported in the FID is consistent and comparable from district to district. A link to the COA is in the publications section of the Office of State Aid and School Finance on the MDE website, http://www.michigan.gov/mde/. The Chart of Accounts is also contained within the "Appendix - Definitions for Accounting Codes" located in the Michigan Public School Accounting Manual found under the Quick Links section of the Financial Information Database page of the CEPI website.

Child Nutrition Programs

A group of programs offered through the United States Department of Agriculture Food and Nutrition Service (USDA FNS) 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.

Common Core of Data (CCD)

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: http://www.nces.ed.gov/ccd/.

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 (CSPR)

The Consolidated State Performance Report (CSPR) 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 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). For more information, please visit the following website: http://www.ed.gov/admins/lead/account/consolidated/index.html.

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")

Data Type

The data type describes what form of data is accepted for the characteristic. Please refer to the MSDS Technical Support Document on the CEPI MSDS web page for more detailed definitions of each data type used.

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 (LEA) must directly certify children who are members of households receiving assistance under the Food Stamp Program as eligible for free school meals, without further application, based on information provided in an electronic data file from the Department of Human Services (DHS).

Division of Accountability Services (DAS)

The Michigan Department of Education's Division of Accountability Services (DAS), formerly the Bureau of Office of Assessment and Accountability (BAA), designs and manages statewide assessments that help Michigan educators determine what students know and what students are able to do at key checkpoints during their academic careers.

- Primary Assessments – Michigan Educational Assessment Program (MEAP), Michigan Merit Examination (MME)
- Other Assessments – English Language Proficiency Assessment (ELPA), MEAP-Access, MI-Access, Secondary Credit Assessments
- This office also administers – Scorecard results, *EducationYes!*, Michigan School Report Card, Michigan School Accreditation System (MI-SAS), National Assessment of Educational Progress (NAEP).

For more information, visit the DAS website at:

http://www.michigan.gov/baa

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 (FCC) 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 (SLD) website at www.sl.universalservice.org, or, for Michigan-specific information, visit the MDE Universal Service Fund (e-Rate) website by clicking here or by using the following URL http://michigan.gov/mde/0,4615,7-140-6530_21417---,00.html

Educational Entity Master (EEM)

The Educational Entity Master (EEM) contains information regarding public and registered nonpublic educational entities, including official identification codes and contact information for Michigan's educational systems. Users may access the EEM at http://www.michigan.gov/eem.

English-Language Learners (ELLs) – See also Limited English Proficient (LEP)

Programs designed to provide specialized instruction to students with limited English-speaking ability. Access the MDE Office of School Improvement Academic Support website for additional information.

http://michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

Extensible Markup Language (XML)

Extensible markup language (XML) is a simple, very flexible text format. XML was created to structure, store, and transport information.

Individualized Education Program (IEP)

When a student is eligible for and needs specialized instruction, an Individual Education Program (IEP) plan is developed at an IEP Team meeting that includes parents, school personnel and others who might have input into the student's special education needs. It is a plan that spells out the special education services a child will receive based on the results of the evaluation. The IEP Team develops goals as targets for the child to achieve and determines the instructional strategies needed so that the student can make progress in their educational program.

Individualized Family Service Plan (IFSP)

A written plan for providing early intervention services to an infant or toddler under three years of age with a disability and the infant's or toddler's family.

Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) 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 (SPP).

Integer

An integer is a whole number (not a fractional number). It can be positive, negative, or zero.

Intermediate School District (ISD)

Intermediate School Districts (ISDs) as established under Part 7 of the Revised School Code.

International Organization for Standardization (ISO)

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 (LEP) – see also English Language Learners (ELLs)

Programs designed to provide specialized instruction to students with limited English-speaking ability. Access the MDE Office of School Improvement Academic Support website for additional information.

http://michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

Local Education Agency (LEA)

A local education agency (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

This 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.

(http://www.ed.gov/programs/homeless/guidance.pdf)

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 (OSE) at the following web page:

http://www7.dleg.state.mi.us/orr/Files/AdminCode/1113_2012-106ED_AdminCode.pdf

Michigan Compiled Laws (MCL)

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 Internet at http://www.legislature.mi.gov.

Michigan Department of Education (MDE)

The Department of Education, under the direction of the superintendent of public instruction, carries out the policies of the State Board of Education. The Department implements federal and state legislative mandates in education. (www.mi.gov/mde)

Michigan School for the Deaf (MSD)

The Michigan Department of Education's Michigan School for the Deaf provides *"academics and social excellence – rich in American sign language (ASL) and English literacy for all students from infancy to graduation, to be the leader in educating deaf and hard-of-hearing children in Michigan, and to provide services to their families and the community."* (http://www.deaftartars.com/)

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 (NCES)

The National Center for Education Statistics (NCES) is the primary federal entity for collecting and analyzing data related to education. (http://www.nces.ed.gov/)

No Child Left Behind Act of 2001 (NCLB)

The *No Child Left Behind Act of 2001* (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- 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 is built on four principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research. For more information, please see:

- NCLB Miscellaneous Email updates, NCLB status and flexibility, a toolkit for teachers, a guide for parents, the Teacher-to-Teacher initiative and how NCLB is making a difference in your state. (http://www.ed.gov/nclb/landing.jhtml?src=pb)
- NCLB Overview (http://www.ed.gov/nclb/overview/intro/4pillars.html)
- NCLB Legislation, Regulations and Guidance

  (http://www.ed.gov/about/offices/list/oese/legislation.html)
- Scorecard Results

  (http://www.michigan.gov/mde/0,4615,7-140-22709_25058---,00.html)

Office of Career and Technical Education (OCTE)

The Michigan Department of Education's Office of Career and Technical Education (OCTE) oversees high school instructional programs that teach students skills in a specific career cluster. Most programs offer early college credit opportunities to provide a seamless transition to postsecondary education. The mission of the office is to prepare students so they have the necessary academic, technical and work behavior skills to enter, compete and advance in education and their careers.

(http://michigan.gov/mde/0,4615,7-140-6530_2629---,00.html)

Office of Great Start

The Michigan Department of Education's Office of Great Start supports initiatives to assure that our very young children have access to environments that are nurturing, facilitative and supportive of each child's individual interests and needs. Environments where responsive, authentic adult-child interactions are the standard sustain the aspiration that all children will become productive members of a democratic society. The Department of Education works collaboratively with other state initiatives, including the Early Childhood Investment Corporation. The Office of Great Start also manages the Department of Education's efforts to provide after-school programs for school-age children. Information about the programs managed by the Office of Great Start can be accessed through their website:

http://michigan.gov/mde/0,4615,7-140-63533---,00.html

Office of Education Improvement and Innovation (OEII)

The Office of Education Improvement and Innovation promotes student learning and achievement by providing statewide leadership, guidance and support over a wide range of programs that have a direct impact on teaching and learning, school leadership, and

continuous school improvement. The office provides administrative services for curriculum and instruction, school improvement, educational options, public school academies, Priority and Focus schools, high school reform, and educational technology. OEII areas of responsibility include:

- High School reform
- Curriculum and Instruction
- Public School Academies
- Priority and Focus Schools
- School Improvement
- Educational Options (dual enrollment, alternative education, advanced placement, international baccalaureate)
- Educational Technology (competitive grants for Title II, Part D and other educational technology issues)

Additional information may be found on the MDE website:

http://michigan.gov/mde/0,4615,7-140-6530_30334---,00.html

Office of Field Services (OFS)

The Michigan Department of Education's Office of Field Services (OFS) promotes academic achievement especially for those students most at risk of failing by providing leadership, guidance and support to educational professionals throughout Michigan. OFS utilizes school and district improvement planning tools as the foundation for supplementary state and federal funds to support innovation in teaching and education. We provide technical assistance, approval and monitoring of state programs (e.g. Section 31-A) and federal programs, such as Title I, Improving the Academic Achievement of the Disadvantaged. OFS areas of responsibility include:

- Title I, Part A (Improving basic programs)
- Title I Part C (Education of migratory children)
- Title I, Part D (Prevention and intervention for delinquent children and youth)
- Title II, Part A (Teacher and principal training and recruiting)
- Title II, Part D (Formula grants for technology)
- Title III (Language acquisition and English language learners)
- Title VI, Part B, Subpart 1 (Rural education achievement program)
- Title VI, Part B, Subpart 2 (Rural and low-income school program)
- Title X, Part C (McKinney-Vento homeless education assistance)
- State Section 31 – A (At-risk students)

Additional information may be found on the MDE website:

http://michigan.gov/mde/0,4615,7-140-6530_30334_51051---,00.html

Office of School Support Services

The Michigan Department of Education's Office of School Support Services covers a wide range of topics and programs, including school and summer meals; child- and adult-care food; free United States Department of Agriculture commodity food distribution; coordinated school health and safety; pupil transportation; educational technology (educational technology plans, technology literacy standards, and e-Rate); and grant procurement and distribution. To learn more, visit: http://michigan.gov/mde/0,4615,7-140-6530_6569---,00.html.

Office of Special Education (OSE)

The Michigan Department of Education's Office of Special Education (OSE) oversees the administrative funding of education and early intervention programs and services for young children and students with disabilities. A free, appropriate public education is provided to eligible children and youths from birth through age 25, according to federal statute and regulations, state statute, administrative rules and standards. Visit the OSE web page for more information: http://michigan.gov/mde/0,4615,7-140-6530_6598---,00.html

Office of Special Education Programs (OSEP)

The United States Department of Education, Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities, birth through 21 years of age, by providing leadership and financial support to assist states and local districts. OSEP is an office within the Office of Special Education and Rehabilitative Services (OSERS). Visit the OSEP web page for more information:

http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr

Office of Special Education and Rehabilitative Services (OSERS)

The United States Department of Education, Office of Special Education and Rehabilitative Services (OSERS) is committed to improving results and outcomes for people with disabilities of all ages. In supporting *No Child Left Behind*, OSERS provides a wide array of supports to parents and individuals, school districts and states in three main areas:

- special education,
- vocational rehabilitation and
- research.

Visit the OSERS web page for more information:

http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr

Office of State Aid and School Finance

The Michigan Department of Education's Office of State Aid and School Finance is responsible for administering the State School Aid Act and distributing more than 11 billion dollars in state funds to public school districts across the state. In addition, this office provides guidance on issues of school finance and tax policy, public school district financial accounting, various financing mechanisms available to school districts, and

information on pupil accounting statutes and rules. Finally, the office provides interpretation, analysis, and coordination of departmental activities related to the annual development of the State School Aid K-12 budget. Access its web page at:

http://www.michigan.gov/mde/0,1607,7-140-6530_6605---,00.html.

Office of the Superintendent

The Michigan Department of Education's superintendent of public instruction is appointed by and responsible to the State Board of Education, which is elected at-large on a partisan basis. As the principal executive officer of the Department of Education, the superintendent holds positions in the governor's Cabinet and the State Administrative Board, and acts as chair and a non-voting member of the State Board of Education. The superintendent advises the Legislature on education policy and funding needs, as defined by the State Board of Education. The superintendent is responsible for the implementation of bills passed by the Legislature and policies established by the State Board of Education. The superintendent is a major spokesperson for education in the state. The superintendent also is the primary liaison to the United States Department of Education and other federal agencies, and provides efficient and effective management of the Department's considerable state and federal resources. For more information, visit the superintendent's web page at: http://www.michigan.gov/mde/0,1607,7-140-6530_6526---,00.html.

Primary Education Providing Entity (PEPE)

PEPE is used in assigning accountability for graduation cohort and Scorecard result determinations. For students reported by multiple districts, only the PEPE can update Personal Core characteristics.

Public School Academy (PSA)

A public school academy (PSA) is a charter school district (excludes LEA districts) established under part 6a of the Revised School Code 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)].

Pupil 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. 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. (http://www.michigan.gov/mde/0,4615,7-140-6530_6605-21321--,00.html)

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.

Revised School Code

"AN ACT to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and clarify the laws relating to elementary and secondary education; to provide for the organization, regulation, and maintenance of schools, school districts, public school academies, intermediate school districts, and other public school entities; to prescribe rights, powers, duties, and privileges of schools, school districts, public school academies, intermediate school districts, and other public school entities; to provide for the regulation of school teachers and certain other school employees; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; and to repeal acts and parts of acts." MCL 380.1 - 380.1853

http://www.legislature.mi.gov/(S(zldd0w451crpobr5guxombii))/mileg.aspx?page=getObject&objectName=mcl-Act-451-of-1976

Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)

This NCES data handbook provides taxonomy for assigning standard codes to secondary school courses in 22 major subject areas. It also includes a content description for each course and instructions on how to use the taxonomy in coding courses. The handbook may be accessed through the NCES website or by clicking here.

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 (SPP)

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 (School Aid Act)

"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."

(http://www.legislature.mi.gov/documents/mcl/pdf/mcl-act-94-of-1979.pdf)

Student Interoperability Framework (SIF)

The Student Interoperability Framework (SIF) refers to a standardized system for reporting educational data being developed so that various data systems, such as state and federal, can "talk" to one another. A central feature is the use of common data elements with common names.

System Date

The system date is the date recorded by the MSDS application at the time of file upload or online data entry.

System Expectation

This section of the characteristic definition refers to the data requirements for the characteristic. Characteristics may have a status of "Required data," "Conditional," or "Optional."

- ***Required data*** – data must be reported; if the characteristic is not included as a part of each record in the file upload, the entire file will be rejected; if these data are missing from any records in the collection, certification of the file will be prevented.
- ***Conditional*** – data are required in specific situations only; data are not required for all students, only those to whom the characteristic is applicable.
- ***Optional*** – data that the MSDS system cannot determine when or for which students the data are required. Optional data must be reported when it is applicable for a given student. The responsible entity must determine when the situation requires the data to be submitted for a particular student record. When the data are reported, they must comply with any associated business rules.

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 (UIC)

Each student is assigned a permanent, unique and secure number that moves with the student from grade to grade and school to school over the course of his or her academic care

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 the 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. More information about the United States Code may be found on the Internet at http://www.gpoaccess.gov/uscode/index.html.

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 (W3C) 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. (http://www.w3.org/)

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; ComsumersReport.org; sifinfo.org; TechWeb.com (Tech Encyclopedia); Microsoft Computer Security and Privacy Glossary; Webopedia.com; W3C.com.

Table of Characteristics

This table lists all active characteristics for the current school year in alphabetic order by component name. The component in which the characteristic is collected is also shown. Characteristics will appear once for each component in which it is collected. (Most characteristics are only included in one component.)

Characteristic Name	Component Name
Academic Year	Student Course
Actions	Part C Assessment
~~Adult Ed Count Period~~	~~Adult Education~~
~~Adult Ed Funding~~	~~Adult Education~~
~~Adult FTE~~	~~Adult Education~~
~~Adult FTE Program Code~~	~~Adult Education~~
As of Date	Student Record Maintenance (SRM)
Assessment Date	Part C Assessment
Assessment Tool	Early Childhood Special Education Assessment
Assessment Type	Part C Assessment
City (PersonalDemographicsCity)	Personal Demographics
College Credit	Student Course
Completion Status	Student Course
~~Country of Birth~~	~~Personal Demographics~~
Course Grade	Student Course
Course Identifier Code	Student Course
Course Section ID	Student Course
Course Type	Student Course
Credits Granted	Student Course
Current IFSP Date	Early On
Data Source	Part C Assessment
Date of Birth	Personal Core
~~Date of Count~~	~~Membership~~
Date Of Incident	Discipline
Date of Parental Consent	Initial IEP
Days Attended	Attendance
Days Beyond Timeline	Initial IEP
~~Diploma Status~~	~~Adult Education~~
Early Childhood Delivery Method	Early Childhood Programs
Early Childhood Delivery Schedule	Early Childhood Programs
Early Childhood Program	Early Childhood Programs
Early Childhood Program End Date	Early Childhood Programs

Characteristic Name	Component Name
Early Childhood Program Exit Reason	Early Childhood Programs
Early Childhood Program Start Date	Early Childhood Programs
~~ELA Group Code~~	~~Assessment~~
~~ELA Research Code 1~~	~~Assessment~~
~~ELA Research Code 2~~	~~Assessment~~
~~ELA Test Type~~	~~Assessment~~
~~Eligibility Exception~~	~~Adult Education~~
Enrollment Date	Enrollment
Entry Assessment Date	Early Childhood Special Education Assessment
Ethnicity	Personal Demographics
Exit Assessment Date	Early Childhood Special Education Assessment
Exit Date	Enrollment
Exit Status	Enrollment
First Day in Attendance	Section 25
First Name	Personal Core
Fiscal Entity Code	Early Childhood Programs
Fiscal Entity Type Code	Early Childhood Programs
Follow Up	Discipline
Gender	Personal Core
General Education FTE	General Education FTE
Grade or Setting	School Demographics
Home Language	Title III English Learner (EL) and Immigrant
IFSP Timeliness	Initial IFSP
Incident ID	Discipline
Incident Type	Discipline
Initial Consequence Type	Discipline
Initial Days	Discipline
Initial IEP Completion Date	Initial IEP
Initial IFSP Date	Initial IFSP
Initial Start Date	Discipline
Knowledge Skills	Part C Assessment
Last Name	Personal Core
LEA Notification	Part B Referral
LEP Exit Date	Title III English Learner (EL) and Immigrant
~~LEP Exit Reason~~	~~Title III English Learner(LEP) and Immigrant~~
LEP Instructional Program	Title III English Learner (EL) and Immigrant
LEP Re-Entry Date	Title III English Learner (EL) and Immigrant

Characteristic Name	Component Name
~~LEP/Immigrant Funding~~	~~Title III English Learner (EL) and Immigrant~~
Local Course ID	Student Course
Local Course Title	Student Course
~~Math Group Code~~	~~Assessment~~
~~Math Research Code 1~~	~~Assessment~~
~~Math Research Code 2~~	~~Assessment~~
~~Math Test Type~~	~~Assessment~~
Mentor PIC	Student Course
Middle Name	Personal Core
Month Claimed	Section 23a
Multiple Birth Order	Personal Core
New Actions	Part C Assessment
New Knowledge Skills	Part C Assessment
New Social Relationships	Part C Assessment
Operating District Number	School Demographics
~~Operating ISD/ESA Number~~	~~School Demographics~~
Other Consequence Type	Discipline
Other Days	Discipline
Other Group Code	Assessment
Other Research Code 1	Assessment
Other Research Code 2	Assessment
Other Source Comments	Part C Assessment
Other Start Date	Discipline
Other Test Type	Assessment
Other Tool Comments	Early Childhood Special Education Assessment
Out of Level Grade	School Demographics
Outcome 1A	Early Childhood Special Education Assessment
Outcome 1B	Early Childhood Special Education Assessment
Outcome 2A	Early Childhood Special Education Assessment
Outcome 2B	Early Childhood Special Education Assessment
Outcome 3A	Early Childhood Special Education Assessment
Outcome 3B	Early Childhood Special Education Assessment
Parent City	Part B Referral
Parent First Name	Part B Referral
Parent Input	Part C Assessment
Parent Input Date	Part C Assessment
Parent Last Name	Part B Referral

Characteristic Name	Component Name
Parent Phone Number	Part B Referral
Parent State	Part B Referral
Parent Street Address	Part B Referral
Parent Street Address 2	Part B Referral
Parent Zip Code	Part B Referral
Part C Exit Date	Early On
Part C Exit Reason	Early On
Part C Transition Timeliness	Initial IEP
Personal Curriculum Credit Modification	Personal Curriculum
Personal Curriculum Type	Personal Curriculum
Phone Number	Personal Demographics
PIC	Student Course
Placed By Another Dist IEP	Special Education
~~IEP~~Plan Date	Special Education
Primary Disability	Special Education
Primary Educational Setting	Special Education
Primary Nighttime Residence (Homeless)	Homeless
Primary Service Setting	Early On
Program Eligibility Participation	Program Participation
Program Service Code	Special Education
~~Reading Group Code~~	~~Assessment~~
~~Reading Research Code 1~~	~~Assessment~~
~~Reading Research Code 2~~	~~Assessment~~
~~Reading Test Type~~	~~Assessment~~
Referral Agency	Initial IFSP
Referral Date	Initial IFSP
Resident LEA Number	Personal Demographics
Result of Initial IEP	Initial IEP
Result of Initial IFSP	Initial IFSP
S2E2 Code	School Demographics
School Facility Number	Early Childhood Programs
School Facility Number	School Demographics
~~Science Group Code~~	~~Assessment~~
~~Science Research Code 1~~	~~Assessment~~
~~Science Research Code 2~~	~~Assessment~~
~~Science Test Type~~	~~Assessment~~
SEA Notification	Part B Referral

Characteristic Name	Component Name
Secondary Consequence Type	Discipline
Secondary Days	Discipline
Secondary Disability	Special Education
Secondary Start Date	Discipline
Section 52 FTE	Special Education
Section 53 FTE	Special Education
Serious Bodily Injury	Discipline
Service Code	Early On
Service Coord Agency	Early On
Sexual Assault	Discipline
Social Relationships	Part C Assessment
~~Social Studies Group Code~~	~~Assessment~~
~~Social Studies Research Code 1~~	~~Assessment~~
~~Social Studies Research Code 2~~	~~Assessment~~
~~Social Studies Test Type~~	~~Assessment~~
Special Education Exit Date	Special Education
Special Education Exit Reason	Special Education
State	Personal Demographics
Street Address	Personal Demographics
Street Address 2	Personal Demographics
Student Id Number	School Demographics
Student Residency	Membership
Student Resident County	Personal Demographics
Student Suffix	Personal Core
Subject Area Code	Student Course
Submitting Entity Code	Submitting Entity
Submitting Entity Type Code	Submitting Entity
Supplemental Nutrition Eligibility	Supplemental Nutrition Eligibility (SNE)
Support Services	Special Education
TAS Instructional Services	Title I TAS
TAS Support Services	Title I TAS
~~Ten/30 Day Rule~~	~~Membership~~
Timeliness of Initial IEP	Initial IEP
Timely Start of Service	Early On
Total Possible Attendence*	Attendance
Transition Conference	Early On
Transition IFSP	Early On

Characteristic Name	Component Name
NEW Type of Plan	Special Education
Unaccompanied Youth	Homeless
Unique Identification Code (UIC)	Personal Core
Virtual Method	Student Course
~~Writing Group Code~~	~~Assessment~~
~~Writing Research Code 1~~	~~Assessment~~
~~Writing Research Code 2~~	~~Assessment~~
~~Writing Test Type~~	~~Assessment~~
~~Year of Entry~~	~~Personal Demographics~~
ZIP Code	Personal Demographics

* The spelling error identified in the schemas for the 2009-2010 school year will not be corrected.

Version History

Each version of the MSDS Collection Details Manual for the current school year is listed in the table below.

Please refer to the 2016-2017 School Year Revisions section of this manual for detailed revisions.

Version	Date Published	Comments
1.0	May 6, 2016	Initial version for the 2016-2017 School Year.
1.1	July 29, 2016	Includes changes from the signed 2016-17 school aid budget. See the 2016-2017 school year revisions section for further details.

2016-2017 School Year Revisions

Page	Section	Type of change	Details
8	Background	Addition, Removal	Updated description to include new federal law
26	Request for UIC Collection	Addition, Removal	Updated description to reflect federal legislation change
31, 35, 38	General Collections	Addition, Removal	Updated general collections charts to reflect component changes for the 2016-2017 school year
42, 43	Student Record Maintenance Collection	Addition, Removal	Adult Education component removed; Early on, Initial IFSP, Part C Assessment, and Part B Referral components added
45	Student Record Maintenance Collection	Addition	Legislative changes to Section 23a claim submission timeline and Section 25e transfer requests
46	Student Record Maintenance Collection	Addition	Added Early Literacy to Fall 2016 Assessment Updates
51, 53, 54, 55	Teacher Student Data Link Collection	Addition, Removal, Clarification	Added, removed, and clarified text explaining changes in Teacher Student Data Link Collection reporting requirements
57, 58, 59	Adult Education Component	Addition, Removal	Added information explaining retirement of Adult Education Component and characteristics; removed component validation rules
61	Adult Education Component	Removal	Adult Ed Funding characteristic retired and removed for all 2016-2017 Collections
63	Adult Education Component	Removal	Adult Ed Count Period characteristic retired and removed for all 2016-2017 Collections
65	Adult Education Component	Removal	Adult FTE characteristic retired and removed for all 2016-2017 Collections
67	Adult Education Component	Removal	Adult FTE Program Code characteristic retired and removed for all 2016-2017 Collections
71	Adult Education Component	Removal	Diploma Status characteristic retired and removed for all 2016-2017 Collections
72	Adult Education Component	Removal	Eligibility Exception characteristic retired and removed for all 2016-2017 Collections

Page	Section	Type of change	Details
73	Assessment Component	Addition	Added a paragraph explaining characteristic changes
76	Assessment Component	Addition	Added Early Literacy and Mathematics specification to Other Test Type characteristic
87	Attendance Component	Clarification	Clarification of how to calculate Total Possible Attendance
126	Early Childhood Programs Component	Removal	Removal of reporting for Child Care, Tuition Based Preschool, and Other Program optional reporting
139	Early Childhood Programs Component	Removal	Removal of Child Care, Tuition Based Preschool, and Other Program specifications within the Early Childhood Program characteristic
172	Early On Component	Addition	Added data reporting to Student Record Maintenance Collection for children receiving services under an IFSP of who have exited Part C in between General Collections
187, 188	Early On Component	Addition, Removal	Modified acceptable values for the Timely Start of Service characteristic
193, 194	Early On Component	Addition, Removal	Modified acceptable values for the Transition IFSP characteristic
196, 197	Early On Component	Addition, Removal	Modified acceptable values for the Transition Conference characteristic
210	Enrollment Component	Addition, Removal	Updated acceptable Grade or Setting codes when reporting a “graduate” exit status.
210	Enrollment Component	Removal	Removed Title III LEP and Immigrant Component and LEP Exit Reason characteristic code information
214	General Education FTE Component	Addition	Added sentence about kindergarten nonpublic or homeschool students now being eligible for FTE
215	General Education FTE Component	Removal	Removed bullet regarding kindergarten nonpublic or homeschool students not being eligible for FTE
220, 223	Homeless Demographics Component	Addition	Added information on ESSA regarding resources and reporting for students who are homeless or in foster care

Page	Section	Type of change	Details
235	Initial IEP Component	Clarification	Clarified a tip for submitting the Initial IEP Component
247	Initial IEP Component	Addition	New rule regarding when the Timeliness of IFSP characteristic can be reported as Timely
248	Initial IFSP Component	Addition	Added code for Result of Initial IFSP characteristic
249	Initial IFSP Component	Addition	New rule ensuring the correct Initial IFSP Date is reported
250	Title III English Learner (EL) and Immigrant Component	Removal	Removed LEP/Immigrant Funding and LEP Exit Reason characteristics
251	Title III English Learner (EL) and Immigrant Component	Addition	Added information on EL students exiting eligibility
255	Title III English Learner (EL) and Immigrant Component	Removal	Removed LEP/Immigrant Funding characteristic
263	Title III English Learner (EL) and Immigrant Component	Removal	Removed LEP Exit Reason characteristic
267	Membership Component	Removal	Removed Date of Count and Ten/30-Day Rule characteristics from table
270	Membership Component	Removal	Removed Date of Count characteristic
276	Membership Component	Removal	Removed Ten/30-Day Rule characteristic
301	Part C Assessment Component	Addition	Added rules regarding the expected assessment types
335	Personal Demographics Component	Removal	Removed Country of Birth and Year of Entry characteristics from table

Page	Section	Type of change	Details
340	Personal Demographics Component	Addition	Added rule to clarify which Resident LEA code to report for Detroit Public Schools
342	Personal Demographics Component	Removal	Removed Country of Birth characteristic
343	Personal Demographics Component	Removal	Removed Year of Entry characteristic
354	Program Participation Component	Removal	Removed information regarding EL eligibility that does not apply to this section
362	School Demographics Component	Removal	Removed Operating ISD/ESA Number characteristic from table
365	School Demographics Component	Removal	Removed Operating ISD/ESA Number characteristic
373	School Demographics Component	Addition	Added information about when to report Adult Education participants now that Adult Ed data no longer reported in MSDS
374	School Demographics Component	Addition	Added rule to highlight students being reported in a K-12 grade but are less than 5 years of age
379	Section 23a Component	Addition	Added text to denote changes in submission timeliness
383	Section 25 Component	Addition	Added text to denote changes in the types of entities that can submit transfer requests
388	Special Education Component	Addition	Added Type of Plan characteristic to table
405	Special Education Component	Addition	Added Type of Plan characteristic
426	Special Education Component	Addition	New rule to ensure the correct Type of Plan is reported
458	Student Course Component	Removal	Removed rule requiring a course grade when the Completion Status is TO

Page	Section	Type of change	Details
459	Student Course Component	Addition	Added course type 10 to the list of exceptions in which a PIC is not required to be reported

Version 1.2 Revisions

Page	Section	Type of change	Details
223	Homeless Demographics Component	Clarification	Clarified how to report students awaiting foster care placement prior to December 10.
322, 323	Personal Core Component	Clarification	Added characteristic tip to clarify reporting of a student's legal name.
328	Personal Core Component	Clarification	Clarified definition of Gender.
360	Program Participation Component	Clarification	Updated definition for code 9222.
377	School Demographics	Removal	Removed requirements for grade 20.