Center for Educational Performance and Information

Michigan Student Data System

Collection Details Manual
Version 1.4

2017-18 School Year

Updated: 5/16/2018

Questions:
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Contents

Introduction

The Michigan Student Data System is one of several data collection systems managed by CEPI and is used for the collection of student-level data for state and federal reporting, as well as for funding allocations. MSDS interacts with other State of Michigan data applications to improve 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 capability of collecting more detailed and complex student data. By using an XML file structure, the MSDS can 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 components and characteristics used in MSDS collections for the 2017-18 school year. We will release new versions or addendums with any necessary updates as needed. The **Index of Revisions** section will list all revisions or addendums we publish during the current school year.

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, information about system security, recent communications, and links to individual data collections are available on the [MSDS web page](#).

Data Use

CEPI collects data when required by federal and/or state law, or through mutual agreement in collaboration with educational entities. Please see [How Your Data Are Used](#) for additional information, including matrices listing individual data elements and how those elements support federal and state reporting requirements.

Each year, CEPI facilitates a data definition review process with various state agencies to capture any necessary modifications to CEPI data collections. Public Acts [532](#) and [533](#) of 2016 prohibit CEPI and the Michigan Department of Education from adding new collections or modifying existing collections unless required by state and/or federal laws. Therefore, any modifications are thoroughly vetted to ensure that they are supported by a federal and/or state mandate. This process

begins in the Fall for the subsequent school year to ensure that any modifications can be published approximately six months in advance of a particular collection.

Your Account

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

1. Request access to the application through your MILogin account.
2. Send the appropriate security agreement form (Public schools and Nonpublic schools) to CEPI, signed by yourself and the district lead administrator. These forms are posted in CEPI's Application Security Forms web page (http://www.michigan.gov/cepi/0,4546,7-113-53048_72613---,00.html).

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

Changing Your Password

To change your MILogin password:

1. Go to MILogin (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 Manuals section of CEPI's MSDS web page.

Help and Resources

Each MSDS collection contains its own user guide, XML schemas and sample files. These resources can be found by going to CEPI's MSDS web page and clicking one of the collections on the left-hand side.

The MSDS District User Training Manual provides details about MSDS file requirements and general instructions for using the application. You can access the Training Manual through the MSDS by clicking the "User Guide" link at the top of the MSDS application, or by going directly to http://www.michigan.gov/cepi/0,4546,7-113-986_50502-225003--,00.html.

If you have questions related to the content of the data (for example, "I don't know which student residency code applies to my situation," or "Is this student eligible

for FTE?") please contact the appropriate State of Michigan person as noted in the specific characteristic.

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

Business Rule Documents

Business rule documents are available through CEPI's 2017-18 MSDS Collection Component Matrix web page. A link to this page can be found in the Technical Material section of CEPI's MSDS web page. These documents, which are available in PDF or Excel format, contain information about the schema requirements, accepted values, validation rules, certification rules, version history, and collection notes. Below is a description of the format used in the Excel spreadsheet.

Sheet1 (Introduction):
This sheet is an introduction to the component spreadsheet and provides a brief description of the component and an explanation of the contents. The component's status for each MSDS collection is also shown. Components may be required, conditionally required, optional or not allowed.

Sheet2 (Schema):
This sheet provides the name and description of each characteristic in this component. The Required column displays TRUE if a characteristic is required at the schema level. Remember, a characteristic that is not required by the schema may still be required by business rules detailed on Sheet4 (Validation Rules).

Sheet3 (List of Values):
This sheet will show the allowed values for characteristics with the "List of Values" data type from Sheet2 (Schema).

Sheet4 (Validation Rules):
This sheet specifies rules that are enforced at the record level. These rules will result in errors or warnings during the validation process that occurs when the data are moved into the collection staging area.

Sheet5 (Version History):
This sheet contains any changes made to the business rules.

Sheet6 (Help):
This sheet is included on all spreadsheets. It includes important definitions and directions about using the spreadsheets.

Index of Revisions

Revisions in the current school year

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

Section	Page Number(s)	Version 1.4 Edits/Changes
Early Childhood Programs	94	Corrected codes for Qualifying Factors from numeric to alpha.
Section	**Page Number(s)**	**Version 1.3 Edits/Changes**
Early Childhood Programs	65, 68-69, 81-82, 90, 92-96, 450, 453, 455	Added information on three characteristics new for Early Childhood End of Program 2018 Collection: Additional Eligibility Factors, Qualifying Factors and Working Parents.
Early Childhood Programs	64, 76	Added clarification that system expectation for Provider License Number characteristic is Conditional, not Optional, and added additional information on submitting the characteristic.
Early Childhood Programs	64, 66	Updated component list and one screenshot to include Seclusion and Restraint component.
Early Childhood Programs	79, 79-82	Updated GSRP age rule requirements for Early Childhood Spring and End-of-Program collections.
Early Childhood Programs	81, 90, 91	Provided additional guidance on reporting the Federal Poverty Level Quintile characteristic.
Program Participation	301	Updated definition for Seat-Time Waiver program.
Program Participation	303	Updated definition for "active duty" to include full-time National Guard duty.
Seclusion & Restraint	320,322,323,324	Updated to include new Seclusion and Restraint Component and the associated characteristics.
Student Course	400	Added business rules to ensure accurate data for dual-enrolled students.
Student Course	410	Updated business rule for completion statuses that are exempt from reporting Clock Hours.
Student Course	414	Updated references to EEM Virtual Settings.

Revisions from the prior school year

Section	Version	Edits/Changes
Entire Document	1.0	Replaced references to No Child Left Behind to Every Student Succeeds Act.
Entire Document	1.0	Updated text, images, and hyperlinks to comply with the Americans with Disabilities Act.
Assessment	1.1	Early Literacy and Mathematics assessment can now be reported for Kindergarten students.
Attendance	1.0	Students must be present at least 50% of the school day to be counted as a day in attendance. Clarified reporting for students who attend multiple buildings. Added section to define chronic absenteeism.
Discipline	1.0	Clarified reporting of incidents for students with Special Education Primary Educational Setting "07".
Discipline	1.0	Clarified that must report all incidents, suspensions and expulsions, for both general education and special education students.
Discipline	1.1	Updated description to clarify that due to ESSA requirements, all incidents for all students must be reported.
Early Childhood Programs	1.0	New characteristic: Federal Poverty Level Quintile. New Early Childhood Program Codes: "Section 32p(4) Home Visitation" and "Early Head Start – Child Care Partnership." Students enrolled in GSRP must be at least 4 years of age but less than 5 years of age as of September 1 of the current school year.
Early Childhood Programs	1.1	Added "Provider License Number" characteristic and instructions.
Early Childhood Programs	1.1	Added rules for the Section 32p(4) program.
Early Childhood Programs	1.1	Added rules for the Federal Poverty Level Quintile characteristic.
Early Childhood Programs	1.1	Added clarification on reporting GSRP exits.
General Education FTE	1.1	Nonpublic and Homeschooled students participating in a shared-time program at a public school cannot be reported for more than 0.75 FTE.
Personal Core	1.0	Added instructions to the Multiple Birth Order characteristic to clarify how it is to be reported.

Section	Version	Edits/Changes
Personal Demographics	1.0	Removed sections that referenced the retired Country of Birth and Year of Entry characteristics. Student Resident County characteristic: clarified which collections this characteristic is required to be reported and which collections are optional.
Program Participation	1.0	Removed sections that referenced the retired Adult Education Component, Country of Birth and Year of Entry characteristics. Added new Program Eligibility Participation code: "Military Connected Student – 9140" including instructions for when this code is to be reported.
Program Participation	1.1	Added rules for Developmental Kindergarten and Early/Middle College. Added definition and MDE contact for Military-Connected children.
School Demographics	1.0	Operating District Number characteristic: clarified when closed districts may be reported. School Facility Number characteristic: clarified which entities are allowed to be reported, and when closed schools may be reported. Out of Level Grade characteristic: updated definition and instructions.
Special Education	1.0	New characteristic: Additional Plan Date. If a student has had more than plan conducted since s/he was last reported, districts may utilize this characteristic to report the additional plan dates between the previous and current plan.
Special Education	1.1	Program Service Code characteristic – clarified that the characteristic is required when the Primary Disability characteristic is reported (not when the Special Education Component is submitted).
Special Education	1.1	Clarified which report allows users to see the program breakout for students reported with code 270.

Section	Version	Edits/Changes
Student Course	1.0	New characteristics added for federal Migrant Student Information eXchange reporting requirements: MSIX Course Section ID and MSIX Clock Hours. Added clarification regarding how the TSDL collection appends and replaces uploaded records. Course Type characteristic: added instructions for how claims for 64b incentive funds must be reported. Course Grade characteristic: new requirement for migrant students to report a percentage for the student's grade-to-date. Mentor PIC characteristic: updated definition.
Student Course	1.1	Updated definition for MSIX Course Section ID
Student Course	1.1	Updated reporting requirements for course types 07 and 10.
Student Course	1.1	Updated reporting requirements for the College Credit characteristic.
Supplemental Nutrition Eligibility	1.0	Added instructions for reporting SNE data in the Early Childhood collection.
Title III English Learner and Immigrant	1.0	Updated section to reflect recent business rule updates.
Definitions	1.0	Updated definitions
Table of Characteristics	1.0	Updated table

Assessment

Component Overview

NOTE: This component was originally named OEAA Assessment and has undergone multiple name changes. The system name and XML tags have remained "OEAA Assessment" so that software vendors did not need to make changes.

The Assessment Component is available in the Early Roster Collection to allow district users to pre-identify students for Fall Michigan assessment examinations. This component is not used for Spring assessments. For additional information about assessments and pre-identification requirements, please refer to the MDE Assessment and Accountability website.

At this time, MDE will only utilize the Early Literacy and Mathematics assessment for grades K through 2 in the current school year. While the KEA and Interim assessments are not being utilized, they could possibly continue in future years. Therefore, we are not removing the KEA or Interim Test Types.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Maximum Occurrences
Other Test Type	List of Values	1	Required	No	1
Other Group Code	Text	2	Optional	No	1
Other Research Code 1	Numeric	3	Optional	No	1
Other Research Code 2	Numeric	4	Optional	No	1

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 DESSS for pre-identification.*

Other Test Type

Characteristic – Assessment Component

Characteristic System Name
OtherTestType

Definition
The type of test the student will be taking.

Use

MDE uses these data to create test booklets or labels containing a barcode. 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 2017 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 2017 but may continue in future years.
10	Early Literacy and Mathematics	Applies to grades K-2 for the fall administration only. Early Roster will not be used for spring administration.

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 generate a file-level error and the file will be rejected 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 "00" - "02". An error will occur if you report a Kindergarten Entry Assessment test type for any other grade.
- This component is required when the Assessment Component is submitted.

If you have questions about this characteristic, please contact:

MDE Division of Educator, Student and School Supports at mde-oeaa@michigan.gov or 877-560-8378

Other Group Code

Characteristic – Assessment Component

Characteristic System Name
OtherGroupCode

Definition
School-assigned code used for grouping students for administration and reporting of the selected test type. This characteristic is optional.

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.

If you have questions about this characteristic, please contact:

MDE Division of Educator, Student and School Supports at mde-oeaa@michigan.gov or 877-560-8378

Other Research Code 1

Characteristic – Assessment Component

Characteristic System Name

OtherResearchCode1

Definition

If desired, districts can determine how to use this field for use in researching or tracking student assessment information. This characteristic is optional.

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

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

If you have questions about this characteristic, please contact:

MDE Division of Educator, Student and School Supports at mde-oeaa@michigan.gov or 877-560-8378

Other Research Code 2

Characteristic – Assessment Component

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

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

If you have questions about this characteristic, please contact:

MDE Division of Educator, Student and School Supports at mde-oeaa@michigan.gov or 877-560-8378

Attendance

Component Overview

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

Characteristic Table

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

* 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.

What Counts as Attendance?

Count attendance for a student who is present for at least 50% of the school day as a day in attendance. Report participation in half-day kindergarten, special education for preprimary-aged students (3-5 years of age), or any other pupil program as a day in attendance.

Fall, Spring and SRM Collections

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

End-of-Year General Collection

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

How do I report attendance for?

- **Suspended or Expelled Students**

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

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

  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 for at least 50% of the day 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 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 you would consider attendance in either building as a day in attendance.)

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

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

▪ **Students 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 the mentor teacher. For Days Attended, report the number of those check-ins that the student met or connected with the teacher. This meeting does not have to be face-to-face, but it must show two-way communication between the teacher and student (such as by telephone or electronic communication).

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 at least 50% of the day OR a scheduled check-in as a day in attendance. For example, if a student is in attendance for at least 50% 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 does not attend at least 50% of 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.
- **Nonpublic student –** The student is reported with code "04" (Non-resident nonpublic school student) or "08" (resident nonpublic school student) in the Student Residency characteristic in the Membership Component.
- **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 Health and Human Services facility** – The student is reported with code "13" (Students with emotional impairments who are served by DHHS) 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.

Chronic Absenteeism

Beginning in the 2017-18 school year, CEPI is required by the federal Every Student Succeeds Act to report on students who are chronically absent. A student is determined to be chronically absent if they meet all of the following criteria:

1) The student is enrolled for a minimum of 10 school days.

2) The student is enrolled in grades kindergarten through 12.

3) The student is absent 10% or more of the days they are enrolled.

Absences will be calculated for a student by subtracting Days Attended from Total Possible Attendance. Absences will be divided by the Total Possible Attendance to calculate the percentage of days absent.

Example A: Student is not chronically absent
    Days Attended: 171
    Total Possible Attendance: 180
    Days Absent: 180 − 171 = 9
    Percent Absent: 9 / 180 = 0.05 (5%)

Example B: Student is chronically absent
    Days Attended: 25
    Total Possible Attendance: 34
    Days Absent: 34 − 25 = 9
    Percent Absent: 9 / 34 = 0.26 (26%)

Accountability Scorecard Implications

The MDE Office of Evaluation, Strategic Research, and Accountability will use chronic absenteeism 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. Exact details for 2017-18 have not yet been determined. CEPI will update this section once these details are known.

Days Attended

Characteristic – Attendance Component

Characteristic System Name
DaysAttended

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

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

Citation
Revised School Code, MCL 380.1279, 380.1280, 380.1561; ESSA, 20 USC 6311

Specification
Whole number (integer) data type, format: NNN

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

Characteristic Tips
- Attendance data are cumulative for the school year, starting with the first through the last day the student attends.
- **Special note for exiting students in the fall who were reported at the end-of-year as expected to continue:** If your local SIS requires you to enter an exit date that is later than September 1, you may submit an Attendance Component showing the student had both zero days possible and attended, as long as the exit date is prior to the fall count date. You should

report attendance data this way **only** when the student did not attend during the current school year.

If you have questions about this characteristic, please contact:

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

Total Possible Attendance

Characteristic – Attendance Component

Characteristic System Name

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; ESSA, 20 USC 6311

Specification

Whole number (integer) data type, format: NNN

- o Minimum length: 1
- o Maximum length: 3
- o Minimum value: 0 (leading zeros not accepted)
- o 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 during the student's period of enrollment in the district. For example:
        - Fall and Spring General Collections: cannot exceed the student's enrollment date (or July 1, whichever is later) and the count date (or district exit date, whichever comes first).
        - SRM Collection: cannot exceed the student's enrollment date (or July 1, whichever is later) and the As of date characteristic in the SRM Component.
        - EOY General Collection: cannot exceed the student's enrollment date (or July 1, whichever is later) and June 30 (or district exit date, whichever comes first).

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

If you have questions about this characteristic, please contact:

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

Discipline

Component Overview

Due to findings by the U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, the State of Michigan passed Public Acts 360-366 of 2016. These Acts amended the Revised School Code to require school officials, before suspending or expelling a student, to consider several situation-specific factors, including whether a lesser intervention or restorative practices would address the student's violation or behavior. To comply with the reporting requirements, the Michigan Department of Education is requiring the reporting of suspension data for all students. Each student suspension shall be reported in the MSDS in the same way suspension data had been reported for students with disabilities, with no changes in the reporting structure.

The Discipline Component is used to report discipline data. The data to be reported on a student includes information such as the date the incident occurred, the type of incident, and the type of disciplinary action incurred. Each incident may be reported with up to three consequences with the dates each was initiated and the number of days per consequence. 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.

MDE will include both expulsion and suspension data on the upcoming Transparency Dashboard. Expulsion data is planned for the first phase of the dashboard to be released later this year. Suspension data for all students will be reported on the second phase of the dashboard, to be release in fall 2018. The Transparency Dashboard is Michigan's new school accountability system, aligned to MDE's Top 10 in 10 Strategic Plan and the Every Student Succeeds Act.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Incident ID	Free-form Text	1	Required	No	1
Date of Incident	Date	2	Required	No	1
Incident Type	List of Values	3	Required	Yes	Unbounded*
Serious Bodily Injury	Yes/No	4	Optional	No	1
Sexual Assault	Yes/No	5	Optional	No	1
Initial Consequence Type	List of Values	6	Required	No	1

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Initial Days	Decimal Number	7	Required	No	1
Initial Start Date	Date	8	Required	No	1
Secondary Consequence Type	List of Values	9	Conditional	No	1
Secondary Days	Decimal Number	10	Conditional	No	1
Secondary Start Date	Date	11	Conditional	No	1
Other Consequence Type	List of Values	12	Conditional	No	1
Other Days	Decimal Number	13	Conditional	No	1
Other Start Date	Date	14	Conditional	No	1
Follow Up	List of Values	15	Conditional	Yes	Unbounded*

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

What Incidents Are Reported?

Incidents resulting in a suspension or an expulsion are required to be submitted for **all students** (general education and special education). Report all incidents resulting in the student's removal from his/her usual education setting for one half of the school day or longer.

For students with an active IEP at the time of the incident, you must also report **Removals by Hearing Officer** and **Unilateral Removals to an Interim Alternative Educational Setting** for Weapons, Drugs or Serious Bodily Injuries (Disciplinary Action types "3" and "4", respectively).

For students with an active IEP who are reported with **Primary Educational Setting "07"** (Parentally Placed in Private School or Home School at Private/Parent Expense) at the time of the incident, discipline incidents **only** need to be reported if the incident took place in a **public school setting. Do not report** incidents that occurred outside of a public school setting.

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: Incident ID numbers are 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. MDE 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 (students with an active IEP 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.

▪ **Unilateral Removal to an Interim Alternative Educational Setting (students with an active IEP only)** – [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:*
  o *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 or a local educational agency;*
  o *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*
  o *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.

  o **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

o **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 Incident Type code "30" (Illicit Drugs).

o **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 Follow-Up information is included on each incident reported for students who have accumulated more than 10 days of removals.

Incident ID

Characteristic – Discipline Component

Characteristic System Name
> IncidentID

Definition
> Identifier assigned by the operating district to the precipitating incident.

Use
> These data are used for 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.

> o Minimum length: 1
> o Maximum length: 10

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

Characteristic Tip
- Incident ID codes must be unique for the school year within the entity reported in School Facility Number for the associated date (Date of Incident) and type of incident (Incident Type). Additionally, the Incident ID field is not case sensitive; thus "b" equals a "B".

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Date of Incident

Characteristic – Discipline Component

Characteristic System Name

DateOfIncident

Definition

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

Use

These data are used for 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:
  - o XML format is CCYY-MM-DD Sample:

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

  - o 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.

    *DateOfIncident: 02/28/2009

- 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.
- 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.

Characteristic Tip

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

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Incident Type

Characteristic – Discipline Component

Characteristic System Name
>   IncidentType

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

Use

>   These data are used for 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 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.

Code	Text	Description
62	Tobacco	Tobacco possession or use on school grounds.

Instructions
- Enter/choose the code(s) that best represents the nature of the incident being reported. In cases where the incident contains more than one discipline reason – for example, weapons possession and violent incident with physical injury – select both codes within the Incident Type. Only one of each Incident Type code may be reported for a given incident.
- If you enter anything other than one of the codes listed, the system will reject the file upon upload.
- This characteristic is required when the Discipline Component is reported.

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Serious Bodily Injury

Characteristic – Discipline Component

Characteristic System Name

SeriousBodilyInjury

Definition

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

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

Use

These data are used for 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)

- o Yes/No (online entry)

Instructions

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

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Sexual Assault

Characteristic – Discipline Component

Characteristic System Name
SexualAssault

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

Use
These data are used for 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)

- o Yes/No (online entry)

Instructions
- When the code reported in Incident Type is "60" (Physical Violence with injury) or "61" (Physical Violence without injury), report a value (true, false, 1, 0, Yes/No) for this characteristic.

- This characteristic is not allowed when the code reported in Incident Type is **not** "60" (Physical Violence with injury) or "61" (Physical Violence without injury); an error will occur if this characteristic is reported as part of an incident with any other Incident Type.

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

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Initial Consequence

Characteristic – Discipline Component

Characteristic System Name
> InitialConsequence

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

Use

> These data are used for 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.

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Instances in which an impartial hearing officer orders the removal of a child with disabilities from 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.
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.

- 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.

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

- Codes "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.

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.

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Initial Days

Characteristic – Discipline Component

Characteristic System Name
InitialDays

Definition
The number of days assigned for the Initial Consequence.

Use

These data are used for 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

- o Minimum value: 0.5
- o Maximum value: 888.0

Instructions
- This characteristic is required when the Discipline Component is reported.
- If you enter anything other than a decimal or whole number in this characteristic, the system will generate a file-level error and the file will be rejected upon 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. (>=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).

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.

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Initial Start Date

Characteristic – Discipline Component

Characteristic System Name
> InitialStartDate

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

Use

> These data are used for 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.

> *Start Of Action: `02/28/2009`

- This characteristic is required when the Discipline Component is reported.
- 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 in this characteristic must be on or after the student's date of enrollment in the operating district (Initial Start Date >= District Enrollment Date).

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

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

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Secondary Consequence

Characteristic – Discipline Component

Characteristic System Name
SecondaryConsequence

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

Use

These data are used for 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.

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Instances in which an impartial hearing officer orders the removal of a child with disabilities from 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.
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.
- 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.
- Codes "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.

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Secondary Days

Characteristic – Discipline Component

Characteristic System Name
SecondaryDays

Definition
The number of days assigned for the Secondary Consequence.

Use

These data are used for 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

- o Minimum value: 0.5

- o 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.
- If you enter anything other than a decimal or whole number in this characteristic, the system will generate a file-level error and the file will be rejected upon 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 (>= 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).

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 888, or values greater than 888 are not accepted.

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Secondary Start Date

Characteristic – Discipline Component

Characteristic System Name
SecondaryStartDate

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

Use
These data are used for 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.

    *Start Of Action: `02/28/2009`

- This characteristic is required when the Secondary Consequence characteristic is reported.
- This characteristic is not allowed when the Secondary Consequence characteristic is not reported.
- 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 in this characteristic must be after the Initial Start Date. (Secondary Start Date cannot equal Initial Start Date.)
- The date reported in this characteristic must be on or after the student's date of enrollment in the operating district (Secondary Start Date >= District Enrollment Date).

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

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Other Consequence

Characteristic – Discipline Component

Characteristic System Name
OtherConsequence

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

Use

These data are used for 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.

Code	Text	Description
3	Removal By Hearing Officer	(Special education participants only) Instances in which an impartial hearing officer orders the removal of a child with disabilities from 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.
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.
- 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.
- Codes "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.

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Other Days

Characteristic – Discipline Component

Characteristic System Name
OtherDays

Definition
The number of days assigned for the Other Consequence.

Use
These data are used for 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

- o Minimum value: 0.5
- o 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).
- If you enter anything other than a decimal or whole number, the system will generate a file-level error and reject the file upon 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).

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.

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Other Start Date

Characteristic – Discipline Component

Characteristic System Name

OtherStartDate

Definition

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

Use

These data are used for 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.

    *Start Of Action: | 02/28/2009 |

- This characteristic is required when the Other Consequence characteristic is reported.
- This characteristic is not allowed when the Other Consequence characteristic is not reported.
- 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 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 the student's Special Education Exit Date (Initial Start Date < Special Education Exit Date).
- The date reported in this characteristic must be equal to or after the Date of Incident reported (Other Start Date => Date of Incident).

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Follow Up

Characteristic – Discipline Component

Characteristic System Name

FollowUp

Definition

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

Use

These data are used for 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).

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

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

If you have questions about this characteristic, please contact:

Aimee Alaniz, MDE Office of School Support Services at AlanizA1@michigan.gov or 517-373-8862

Nick Thelen, MDE Office of Special Education at ThelenN1@michigan.gov or 517-241-4418

Early Childhood Programs

Component Overview

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

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

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

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
Provider License Number	Text	4	Conditional	No	1
EC Comment	Free-form Text	5	Optional	No	1
EC Program	List of Values	6	Required	No	1
EC Program Start Date	Date	7	Required	No	1

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

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

When Is This Component Required?

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, Sec. 32p Early Childhood Block Grant, and/or Section 32p(4) Home Visitation.

Program Type	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
Early Head Start	O	O	O
Sec. 32p, Early Childhood Block Grant	O	O	**R**
Section 32p(4) Home Visitation	O	O	**R**

Program Type	Fall	Spring	End of Program
Early Head Start – Child Care Partnership	O	O	O

R = Required; O = Optional

How Do I Report a Student in Multiple Programs?

Using online data entry, you may 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 EC Programs Component, the original EC Programs Component will remain in the student record and a new component will display, ready for data entry.

Each time you add an EC 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>
        <ProviderLicenseNumber>AB123456789</ProviderLicenseNumber>
        <ECProgram>03</ECProgram>
        <ECProgramStartDate>2017-10-10</ECProgramStartDate>
        <ECDeliveryMethod>1</ECDeliveryMethod>
        <ECDeliverySchedule>05</ECDeliverySchedule>
        <FederalPovertyLevelQuintile>01</FederalPovertyLevelQuintile>
        <ECProgramEndDate>2017-10-15</ECProgramEndDate>
        <ECProgramExitReason>064</ECProgramExitReason>
</ECPrograms>
<ECPrograms>
        <FiscalEntityTypeCode>D</FiscalEntityTypeCode>
        <FiscalEntityCode>84000</FiscalEntityCode>
        <ECProgram>04</ECProgram>
        <ECProgramStartDate>2017-10-16</ECProgramStartDate>
        <ECDeliveryMethod>2</ECDeliveryMethod>
        <ECDeliverySchedule>01</ECDeliverySchedule>
</ECPrograms>
```

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

Report program exit information for a child no longer receiving early childhood services or 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 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 Collection. Children may be reported in the

EOP EC Collection with program exit dates through mid-September. Children exiting programs after mid-September should be reported in the Fall Early Childhood Collection.

If a child is no longer receiving services, but is reported in the Early Childhood collections without exit information, CEPI assumes that the child is still actively receiving services. It is important to include exit information to provide an accurate account of the services received by the child.

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. If you have questions regarding GSRP enrollment, please contact the MDE Office of Great Start.

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 may also need to report some students with the following data:

- School Facility Number
- EC Delivery Schedule
- EC Program End Date
- EC Program Exit Reason
- Federal Poverty Level Quintile
- Provider License Number
- Additional Eligibility Factors
- Qualifying Factors
- Working Parents

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 a Great Start Readiness Program (EC Program Code 01), GSRP/Head Start

Blend program (EC Program Code 02) or Head Start program (EC 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.

- You are only required to report the Federal Poverty Level Quintile, Additional Eligibility Factors, Qualifying Factors and Working Parents characteristics for students in a Great Start Readiness Program (EC Program Code 01) or GSRP/Head Start Blend program (EC Program Code 02).
- You are only required to report the Provider License Number for students in a Great Start Readiness Program (EC Program Code 01), GSRP/Head Start Blend program (EC Program Code 02), or Head Start program (EC Program Code 03).

Fiscal Entity Type Code

Characteristic – Early Childhood Programs Component

Characteristic System Name
FiscalEntityTypeCode

Definition
The category to which the fiscal entity belongs within EEM.

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

Citation
State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification
List of values (choose from list)

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

Instructions
- Choose/enter the code indicating the entity type, as identified in EEM, of the entity receiving the funding directly from the state to provide programs and/or services for the student/child reported.
- For Great Start Readiness 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.

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 EC 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.

If you have questions about this characteristic, please contact:

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

Fiscal Entity Code

Characteristic – Early Childhood Programs Component

Characteristic System Name
FiscalEntityCode

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

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

Citation
State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

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

- o Minimum length: 5
- o 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.

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.

If you have questions about this characteristic, please contact:

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

School Facility Number

Characteristic – Early Childhood Programs Component

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://www.michigan.gov/eem) (http://www.michigan.gov/eem).

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

Citation
State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

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

- o Minimum length: 5
- o 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.
  - o Report the five-digit EEM code for the building where the child receives the program or service.
  - o 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 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 program affiliated with Head Start. If services are provided in a school building, the School/Facility number should still be reported.
- 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.

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

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Provider License Number

New Characteristic – Early Childhood Programs Component

Characteristic System Name
ProviderLicenseNumber

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

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

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

Specification
Text-free form; accepts both alpha and numeric characters.
- o Minimum length: 1
- o Maximum length: 20

Instructions
- Input the assigned license number into the characteristic for each student.

- This characteristic is required to be submitted for children participating in a GSRP, GSRP/Head Start Blend, or Head Start program. The characteristic can be optionally reported for other programs. Report each provider license number that the child is served under in separate EC Programs components.

- Provider license numbers must be in the format of 2 letters followed by 9 numbers, or begin with "tribal".

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

State of Michigan Contacts

For questions about reporting this characteristic, contact CEPI customer support.

For questions regarding a specific provider license number:

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

Early Childhood Comment

Characteristic – Early Childhood Programs Component

Characteristic System Name
ECComment

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

Use
Users can input text and numbers in this field if they need to distinguish a child's record with more detail than is provided in the other characteristics. CEPI and MDE do not use these data for reporting purposes.

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.

- o Minimum length: 1
- o Maximum length: 50

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

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

If you have questions about this characteristic, please contact:

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

Early Childhood Program

Characteristic – Early Childhood Programs Component

Characteristic System Name
ECProgram

Definition
The early childhood program or service provided to the child.

Use

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

Specification
List of values (choose from list)

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

Code	Text	Description
03	Head Start	Children 3 through 5 years of age are served in school districts by local grantees or delegates of the federal Head Start program. Intended to serve children whose family income is at or below federal poverty guidelines, and in some cases up to 130% of the poverty guidelines.
04	Title I Preschool	Children who are not yet age-eligible for kindergarten are served in districts that provide services utilizing Title I, Part A of the Elementary and Secondary Education Act, as long as they follow current rules for preschool services under Title I.
10	Early Head Start	Children from birth to age 3 are served in school districts by local grantees of the federal Head Start program.
18	Section 32p Early Childhood Block Grant	Children from birth to age 8 who are receiving early childhood services under Section 32p.
19	Section 32p(4) Home Visitation	Children birth to age 6 or kindergarten entry, who are experiencing factors that place the children at risk of not achieving success in school, being served in home visiting programs.
20	Early Head Start – Child Care Partnership	Children from birth to age 3 who are receiving services where Early Head Start grantees partner with family child care homes and child care centers to implement Early Head Start in those settings.

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.

Program-Specific Business Rules

- **Great Start Readiness Program:**
  - A child eligible for GSRP must be less than 5 years of age on September 1 of the current school year and greater than or equal to 4 years of age on December 1 of the current school year. The child may only be in one GSRP program at a time statewide.

- o 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".

- o You must report the EC Delivery Method (school or community), the EC Delivery Schedule (part/school day and days per week) and the Federal Poverty Level Quintile characteristics.

- o 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.

- o 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.

- o 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").

- o An ISD must be reported as the fiscal entity for this program.

- o The Provider License Number, Additional Eligibility Factors, Qualifying Factors and Working Parents characteristics must be submitted for children participating in a GSRP program. Report each provider license number that the child is served under in separate EC Program components.

- ▪ **GSRP/Head Start Blend:**
  - o Funding for the child's services must be received from both GSRP and Head Start.

  - o The child must be less than 5 years of age on September 1 of the current school year and greater than or equal to 4 years of age on December 1 of the current school year.

  - o The child may only be in one GSRP program at a time statewide.

  - o You must report the EC Delivery Method (school or community), the EC Delivery Schedule (part/school day and days per week) and the Federal Poverty Level Quintile characteristics.

  - o The child must be exited by the end of the program year.

  - o 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.

  - o A warning will display if a child in this program is reported in a (separate) Head Start program at the same time.

- o An ISD must be reported as the fiscal entity for this program.

- o The Provider License Number, Additional Eligibility Factors, Qualifying Factors and Working Parents characteristics must be submitted for children participating in a GSRP/Head Start Blend program. Report each provider license number that the child is served under in separate EC Program components.

- **Head Start**:

  - o 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").

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

  - o A warning will display if a child in this program is reported with an age of 6 years or greater on or after September 1 of the current school year.

  - o The Provider License Number must be submitted for children participating in a Head Start program. Report each provider license number that the child is served under in separate EC Program components.

- **Title I Preschool or Services:** No program-specific business rules apply.

- **Early Head Start:**

  - o Children participating in Early Head Start are generally under 3 years of age. Children 3 or older may participate in some situations, such as the child will be transitioning to Head Start.

- **Sec. 32p, Early Childhood Block Grant:**

  - o A warning will display if a child is 8 years of age or older as of November 1 of the current school year.

  - o An error will display if an ISD is not reported as the Submitting Entity.

  - o Children who exit this program after the EOP EC Collection Reporting Period should be reported in the Fall Early Childhood Collection with the applicable program exit data.

- **Section 32p(4) Home Visitation:**

  - o An error will display if a child in this program is reported with an age of 6 years or greater on September 1 of the current school year.

- An error will display if a child is reported with an EC Program End Date greater than the child's 6th birthday.

- An error will display if an ISD is not reported as the Submitting Entity.

- An error will display if a child in this program is reported with an EC Delivery Method other than "Home Based."

- **Early Head Start – Child Care Partnership:**

  - Only entities identified by MDE should submit records for students in an Early Head Start - Child Care Partnership program in an Early Childhood Collection. For the list of entities, contact the MDE Office of Great Start.

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Early Childhood Program Start Date

Characteristic – Early Childhood Programs Component

Characteristic System Name
ECProgramStartDate

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

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

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

Specification
Date (only); CCYY-MM-DD

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

    <ECProgramStartDate>**2016-09-14**</ECProgramStartDate>

  - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
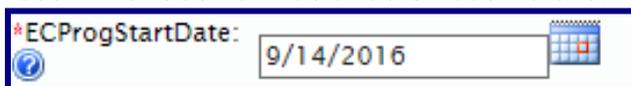
- You are required to report this characteristic when you report the EC Programs Component.
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- The date you report in this characteristic must be equal to or after 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]

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.

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Early Childhood Delivery Method

Characteristic – Early Childhood Programs Component

Characteristic System Name

ECDeliveryMethod

Definition

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

Use

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

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

Specification

List of values (choose from list)

Code	Text	Description
1	School Based	Programs and/or services are provided within a facility identified in EEM as a school or LEA unique educational provider.
2	Community Based	Programs and/or services are provided in a facility identified in EEM as an other non-school recipient 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.
- An error will display if a child in this program is reported with an EC Delivery Method other than "Home Based."

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Early Childhood Delivery Schedule

Characteristic – Early Childhood Programs Component

Characteristic System Name
ECDeliverySchedule

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

Use

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
State 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	Program operates a minimum of 3 hours per day, for a minimum of four days per week.
02	Part-Day 5 Days Per Week	Program operates 3 hours per day, five days per week.
05	School-Day 4 Days Per Week	Program operates for at least the same length of day as the local school district's/PSA's first grade program, for a minimum of four days per week, 30 weeks per year.
06	School-Day 5 Days Per Week	Program operates for at least the same length of day as the local school district's/PSA's first grade program, for 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	Program has a 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.

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).

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Federal Poverty Level Quintile

New Characteristic – Early Childhood Programs Component

Characteristic System Name
FederalPovertyLevelQuintile

Definition
The Federal Poverty Level quintile that a child belongs to. CEPI will NOT be collecting specific income data. The federal term for this characteristic is "poverty guidelines."

Use
MDE uses these data to determine program enrollment compliance for Great Start Readiness Programs.

Citation
State School Aid Act, Sections 32d and 39; Public Act 249

Specification
List of values (choose from list)

Code	Text	Description
01	0% to 50% FPL	The family is at 0% - 50% of the Federal Poverty Level.
02	51% to 100% FPL	The family is at 51% - 100% of the Federal Poverty Level.
03	101% to 150% FPL	The family is at 101% - 150% of the Federal Poverty Level.
04	151% to 200% FPL	The family is at 151% - 200% of the Federal Poverty Level.
05	201% to 250% FPL	The family is at 201% - 250% of the Federal Poverty Level.
06	251% to 300% FPL	The family is at 251% - 300% of the Federal Poverty Level.
07	301% FPL and above	The family is at 301% or greater of the Federal Poverty Level.

Instructions
- Per MDE, a child who has a Qualifying Factor at time of enrollment of "Homeless" or "Foster Care" must be reported with code "01". For all other children, including those with an eligibility risk factor of IEP recommending placement in an inclusive preschool setting, choose the code that best represents the Federal Poverty Level quintile the child belongs to at time of enrollment.

- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program or GSRP/Head Start Blend (EC Program = "01" or "02"). This characteristic can optionally be reported for all other EC 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.
- The income levels for each quintile vary. Please consult the GSRP Income Eligibility Chart below for more details.
- 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.
- Further instructions on how to report this characteristic are available on the MDE website:
    - GSRP Income Eligibility Chart for Fiscal Year 2017-18
    - GSRP Income Eligibility Guidelines for Fiscal Year 2017-18

Characteristic Tip
- Although you may report this characteristic for all programs, you are only required to report it for Great Start Readiness Program and GSRP/Head Start Blend program.
- The Federal Poverty Level Quintile that a child qualifies for a Great Start Readiness Program or GSRP/Head Start Blend program with should be the enumeration reported in the MSDS. The FPLQ reported in the MSDS should remain the same throughout the year.

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Additional Eligibility Factors

New Characteristic Added EC EOP 2018– Early Childhood Programs Component

Characteristic System Name

AdditionalEligibilityFactor

Definition

Additional factors used to determine a child's eligibility for a Great Start Readiness Program, along with income information collected in the Federal Poverty Level Quintile characteristic. For more information, reference the MDE GSRP Implementation Manual.

Use

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

Citation

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

Specification

List of values (choose from list)

Code	Text	Description
02	Diagnosed disability or identified developmental delay	Brief definition: "Child is eligible for special education services or child's developmental progress is less than that expected for his/her chronological age, or chronic health issues cause development or learning problems." See definition and details in the MDE GSRP Implementation Manual.
03	Severe or challenging behavior	Brief definition: "Child has been expelled from preschool or child care center." See definition and details in the MDE GSRP Implementation Manual.
04	Primary home language other than English	Brief definition: "English is not spoken in the child's home; English is not the child's first language." See definition and details in the MDE GSRP Implementation Manual.
05	Parent/guardian with low educational attainment	Brief definition: "Parent has not graduated from high school or is illiterate." See definition and details in the MDE GSRP Implementation Manual.

Code	Text	Description
06	Abuse/neglect of the child or parent	Brief definition: "Domestic, sexual, or physical abuse of child or parent; child neglect issues. Child Protective Services report." See definition and details in the MDE GSRP Implementation Manual.
07	Environmental risk	Brief definition: "Parental loss due to death, divorce, incarceration, military service, or absence; sibling issues; teen parent; homeless or without stable housing; residence in a high-risk neighborhood; or prenatal or postnatal exposure to toxic substances. See definition and details in the MDE GSRP Implementation Manual.
08	None	The child had no additional factors (02-07).

Instructions

- Report all additional factors used to determine the child's eligibility for GSRP. If no factor additional to income applies, report code "08" None. Definitions for values are in the MDE GSRP Implementation Manual.
- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program or GSRP/Head Start Blend (EC Program = "01" or "02"). This characteristic cannot be reported for any other EC Programs.
- When the Additional Eligibility Factors characteristic is reported with a value of "04", indicating a home language other than English, The Title III English Learner and Immigrant Component should be submitted.
- If the value "None" is selected, no other values can be selected.

Characteristic Tip

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

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Qualifying Factors

New Characteristic Added EC EOP 2018– Early Childhood Programs Component

Characteristic System Name
QualifyingFactor

Definition
A list of qualifying factors considered at the time child eligibility was determined for a Great Start Readiness Program. Qualifying factors are those which automatically prioritize a child for enrollment. For more information, reference the MDE GSRP Implementation Manual.

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

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

Specification
List of values (choose from list)

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

Instructions
- Check all qualifying factors that applied at the time child eligibility was determined for a Great Start Readiness Program or "none" if none applied.
- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program or GSRP/Head Start Blend (EC Program = "01" or "02"). This characteristic cannot be reported for any other EC Programs.
- When the value "None" is selected, no other values can be additionally reported.
- When the Qualifying Factors characteristic is reported with a value of "Homeless" and/or "Foster Care", the Federal Poverty Level Quintile reported must be 0 – 50% FPL.

- When a child is reported with a value of "Homeless", then the "Environmental risk" value must be selected in the Additional Eligibility Factors characteristic.
- When a child is reported with a value of "Qualifying IEP", then the "Diagnosed disability or identified developmental delay" value must be selected in the Additional Eligibility Factors characteristic.

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

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Working Parents

New Characteristic Added EC EOP 2018– Early Childhood Programs Component

Characteristic System Name
WorkingParents

Definition
A yes or no field used to indicate if a parent is available to provide care based on employment status at the time child eligibility is determined for a Great Start Readiness Program. Contact the MDE Office of Great Start at 517-373-8483 regarding "employment status" definition.

Use
MDE uses these data for legislative compliance.

Citation
State School Aid Act, MCL 388.1632d (16), 388.1639

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

o Yes/No (online entry)

Instructions
- Report this information as recorded at time eligibility was determined. Report "yes" if parent(s) are working and unavailable to care for the child during program hours. This could include a parent attending school or working a night shift requiring sleep during the day. Report "no" if the parents are not working and available to provide care during program hours.
- You are required to report this characteristic when the associated early childhood program is Great Start Readiness Program or GSRP/Head Start Blend (EC Program = "01" or "02"). This characteristic cannot be reported for any other EC Programs.

Characteristic Tip
- The Working Parents characteristic that a child qualifies for a Great Start Readiness Program or GSRP/Head Start Blend program with should be the enumerations reported in the MSDS. The value reported in the MSDS should remain the same throughout the year.

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Early Childhood Program End Date

Characteristic – Early Childhood Programs Component

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

Specification
>Date (only); CCYY-MM-DD

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

>>> <ECProgramEndDate>**2017-10-01**</ECProgramEndDate>

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

>>> ECProgEndDate: ⓘ 10/01/2017 📅
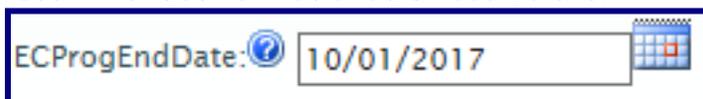
- You must report this characteristic when you submit a valid code in the EC Program Exit Reason characteristic.
- You must report this characteristic when the reported Fiscal Entity is closed in EEM.
- If you enter anything other than a date in this characteristic, the system will generate a file-level 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 Early Childhood 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 mid-September. Children exiting programs after mid-September should be reported in the Fall Early Childhood Collection.
- The date you report must be equal to or after the open date for the Fiscal Entity as recorded in EEM. The date must also be before the reported closed date in EEM if the Fiscal Entity is closed. [EC Program End Date >= Fiscal Entity open date AND (if entity is closed) < Fiscal Entity closed date]
- For the Fall and Spring early childhood collections this characteristic must be on or before the last day of the reporting period for that collection. Program exits that occur after these collections' reporting periods have ended should be submitted in the next Early Childhood Collection.
- Do not submit blanks, as they are unacceptable in an XML file upload. If you submit this characteristic with a student record it must contain a code. You may leave the characteristic blank when you enter it through the online form, unless it is required by another business rule.

Characteristic Tip
- 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.
- End dates should be included in the school year that the child was no longer receiving services.

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Early Childhood Program Exit Reason

Characteristic – Early Childhood Programs Component

Characteristic System Name
ECProgramExitReason

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

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

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

Specification
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).

Code	Text	Description
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.
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.

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

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Early Childhood Special Education Assessment

Component Overview

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

School Demographics	Personal Demographics	Enrollment	Membership	**Assessment**	Special Education

*Assessment Tool: 03-Battelle SCREENER

Other Tool Comments:

Entry Assessment Date: 8/15/2010

Exit Assessment Date:

*Outcome 1A: 2-Between Not Yet and Emerging

Outcome 1B: Select Yes/No

*Outcome 2A: 1-Not Yet

Outcome 2B: Select Yes/No

*Outcome 3A: 3-Emerging

Outcome 3B: Select Yes/No

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.

Assessment Tool

Characteristic – Early Childhood Special Education Assessment Component

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, 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	AEPS	The Assessment, Evaluation and Programming Systems 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.

Code	Text	Description
02	FULL Battelle	The Battelle Developmental Inventory-FULL (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. The Battelle Developmental Inventory™, Second Edition Normative Update link explains this in detail.
03	Battelle SCREENER	An abbreviated version of the Battelle Developmental Inventory.
04	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 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. For more information, visit the Brigance Early Childhood web page.
05	Carolina	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.

Code	Text	Description
06	COR	The Preschool Child Observation Record 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. Visit the HighScope website for more information.
07	Creative Curriculum	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. For more information, visit the Creative Curriculum section of the Teaching Strategies for Early Childhood web page.
08	LAP-3	The Learning Accomplishment Profile – Third Edition 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.

Code	Text	Description
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 the Teaching Strategies for Early Childhood website.
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 the COR Advantage website.
21	The BRIGANCE Inventory of Early Development – III (IED-III)	The 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. For more information, visit the Curriculum Associates website.

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.
11	Part C Exit Tool: Bayley	

Code	Text	Description
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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Other Tool Comments

Characteristic – Early Childhood Special Education Assessment Component

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, 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

- o 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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Entry Assessment Date

Characteristic – Early Childhood Special Education Assessment Component

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, Indicator 7, Preschool Outcomes.

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

Specification
> Date (only); CCYY-MM-DD

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

> <EntryAssessmentDate>**2010-01-07**</ExitAssessmentDate>

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

> *Entry Assessment Date: ❓ | 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 (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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Exit Assessment Date

Characteristic – Early Childhood Special Education Assessment Component

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, Indicator 7, Preschool Outcomes.

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

Specification
Date (only); CCYY-MM-DD

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

      <ExitAssessmentDate>**2010-01-07**</ExitAssessmentDate>

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

      Exit Assessment Date: 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 (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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Outcome 1A

Characteristic – Early Childhood Special Education Assessment Component

Characteristic System Name
Outcome1A

Definition
Positive social-emotional skills (including social relations): Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Relating with adults; relating with other children; following rules related to groups or interacting with others; personal and social adjustment; and contribution and citizenship.

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

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

Specification
List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child 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.

Code	Text	Description
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 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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Outcome 1B

Characteristic – Early Childhood Special Education Assessment Component

Characteristic System Name
> Outcome1B

Definition
> Indication of the child's acquisition of new skills or behaviors related to positive social-emotional skills (including positive social relationships) since his/her last assessment.

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

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

Specification
> Boolean (true, false, 1, 0) (XML)
>
> o 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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Outcome 2A

Characteristic – Early Childhood Special Education Assessment Component

Characteristic System Name
Outcome2A

Definition
Acquiring and Using Knowledge and Skills: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

Examples: Thinking, reasoning, remembering, and problem-solving; understanding symbols; understanding the physical and social worlds; and pre-academic and Functional literacy.

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

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

Specification
List of values (choose from list)

Code	Text	Description
1	Not Yet	Child does not yet show functioning expected of a child 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.

Code	Text	Description
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 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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

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, Indicator 7, Preschool Outcomes.

Citation

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

Specification

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

o   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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Outcome 3A

Characteristic – Early Childhood Special Education Assessment Component

Characteristic System Name
Outcome3A

Definition
Taking Appropriate Action to Meet Needs: Report to what extent the child shows age-appropriate functioning, across a variety of settings and situations.

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, 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.

Code	Text	Description
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 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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Outcome 3B

Characteristic – Early Childhood Special Education Assessment Component

Characteristic System Name
> Outcome3B

Definition
> Indication of the child's acquisition of new skills or behaviors related to taking appropriate action to meet needs since his/her last assessment.

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

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

Specification
> Boolean (true, false, 1, 0) (XML)
>
>> o 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.

If you have questions about this characteristic, please contact:

Lisa Wasacz, MDE Office of Great Start at WasaczL@michigan.gov or 517-241-4520

Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394

Early On

Component Overview

MSDS collects *Early On* data in the Fall, Spring, End Of Year General and Student Record Maintenance Collections 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.

- Early On Component
- Initial IFSP 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, 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	3	Required	Yes	1
Current IFSP Date	Date	4	Required	No	1
Timely Start of Service	List of Values	5	Required	No	1

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Part C Exit Reason	List of Values	6	Optional	No	1
Part C Exit Date	Date	7	Optional	No	1
Transition IFSP	List of Values	8	Optional	No	1
Transition Conference	List of Values	9	Optional	No	1

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.
- 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 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
- Plan Date (This is the date for the plan the child is currently receiving programs or services.)
- Type Of Plan (This would be IFSP for Early On children who are age 2 1/2 or younger. For children over 2 1/2, this may be IFSP, or if the IEP has been held it may be IEP.)
- 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.

Service Coordination Agency

Characteristic – Early On Component

Characteristic System Name
ServiceCoordAgency

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

Use
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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Primary Service Setting

Characteristic – Early On Component

Characteristic System Name
PrimaryServiceSetting

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

Use
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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Service Code

Characteristic – Early On Component

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	Description	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.

Code	Description	Text
802	Family Training, Counseling and Home Visits	Services provided, as appropriate, by social workers, psychologists, and other qualified personnel to assist the family of a child eligible under this part in understanding the special needs of the child and enhancing the child's development.
803	Health Services	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.

Code	Description	Text
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.
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.

Code	Description	Text
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	Description	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.

Code	Description	Text
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	Description	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.

Code	Description	Text
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.

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Current IFSP Date

Characteristic – Early On Component

Characteristic System Name
CurrentIFSPDate

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

Use
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 Pupil Membership Count Day in the respective Fall and Spring general collections, or on or before June 30 in the EOY General Collection, or a record level error will occur.

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

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Timely Start of Service

Characteristic – Early On Component

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.
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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Part C Exit Reason

Characteristic – Early On Component

Characteristic System Name

PartCExitReason

Definition

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

Use

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	Description	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.

Code	Description	Text
33	Age 3, Part B eligibility not determined	The child has reached age 3 and Part B eligibility has not been determined. (An IEP has not been held to determine eligibility.) This includes children: who were referred for Part B evaluation, but for whom the eligibility determination has not yet been made or reported (IEP was not held before the third birthday); for whom parents did not consent to transition planning. (Parent did not consent to evaluation for Part B eligibility); or who have reached age 3 and exited without a referral to Part B.
34	Completion of IFSP	The infant or toddler with disabilities has successfully completed their IFSP prior to reaching age three and no longer requires services under IDEA Part C.
35	Deceased	The child died prior to reaching age 3.
36	Moved within state	The child moved from the service area prior to age 3 and is KNOWN to be continuing with Part C services in the new location within the state.
37	Withdrawn	Parents declined all services after an IFSP was in place, or parents declined to consent to ISFP services and provided written or verbal indication of withdrawal from services (prior to the child's third birthday).
38	Unable to contact	Attempts to contact the parent and/or child were unsuccessful. Include any child under the age of 3 who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, documented attempts. Include any child who has not completed their IFSP and exited Part C before reaching age 3. *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.
- 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 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 have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Part C Exit Date

Characteristic – Early On Component

Characteristic System Name
PartCExitDate

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

Use
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 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Transition IFSP

Characteristic – Early On Component

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.
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.

Code	Text	Description
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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Transition Conference

Characteristic – Early On Component

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.
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.

Code	Text	Description
06	Untimely: Other Provider Reason	Untimely due to other provider reason, such as: 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.

Code	Text	Description
11	Untimely with Acceptable Reason: Family Moved	Transition conference was untimely because the family moved and the provider was unable to contact family. Multiple attempts to contact the family should be well documented and noted as an exceptional family circumstance.
12	Untimely with Acceptable Reason: Other child or parent reason	Transition conference was untimely because of other child or parent reason. The reason should be well documented and noted as an exceptional family circumstance.
13	Parent did not provide approval for Conference	Parent did not provide approval to have a conference.

Instructions
- Enter the appropriate code that indicates if the transition IFSP conference was held within the required timeframe.
- When this characteristic is submitted in the Fall or Spring general collections, the child must be 4 or younger on the respective Fall and Spring Count Days. The transition conference should be held on or before the child is 2 years 9 months. This rule is set to allow reporting of late (untimely) transition conferences.
- When this characteristic is submitted in the EOY General Collection, the child must be 4 or younger on June 30. The transition conference should be held on or before the child is 2 years 9 months. The rule is set to allow reporting of late (untimely) transition conferences.
- When this characteristic is submitted in the SRM Collection, the child must be 4 or younger on the As Of Date. The transition conference should be held on or before the child is 2 years 9 months. The rule is set to allow reporting of late (untimely) transition conferences
- A warning will display when this characteristic is blank, and the child is older than 2 years 9 months, and the Special Education Component is reported.
- 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Enrollment

Component Overview

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

There are dependencies between characteristics in the Enrollment Component and:

- Discipline Component - Initial/Secondary/Other Consequence characteristics
- Early On Component – Current IFSP Date and Part C Exit Date characteristics
- 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

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 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.

- o **Alpha Listing of Students with PEPE** - An alphabetical listing of students and their associated primary education providing entity 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.

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.

Enrollment Date

Characteristic – Enrollment Component

Characteristic System Name

EnrollmentDate

Definition

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

Use

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

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; 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.

    Date of
    Enrollment: 01/07/2010

- 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 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.

Characteristic Tips
- 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.

If you have questions about this characteristic, please contact:

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

District Exit Status

Characteristic – Enrollment Component

Characteristic System Name
ExitStatus

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

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, graduation and dropout rate calculations, and NCLB, Perkins and IDEA reporting.

Citation
State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; NCLB, 20 USC 6311; Carl D Perkins Career and Technical Education Act of 2006. Section 113; 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.

Code	Text	Description
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.
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.

Code	Text	Description
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.
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.

Code	Text	Description
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. 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.
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.

Code	Text	Description
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," the student cannot have a cohort status of "graduated."

- If you report this characteristic with code "19," the student cannot have a cohort status of "GED Completer" unless 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 must be "09", "10", "11", "12", "14", or "20"; otherwise, an error will occur. (Students reported with a District Exit Status code indicating graduation must be reported in a high school grade, special education transition, or adult education.)
- If you report this characteristic with code "01", "02", "03", "04", "05", "06", "07", "11", "40", "41", or "42", then the student's age should be 16 years of age or older; otherwise, a warning will occur. (It is unusual for a student who is less than 16 years of age to be reported with this exit status.)
- If you 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).

Characteristic Tips
- Report students with code "19" (expected to continue) unless they are no longer participating in any educational services or programs provided by the district.
- To officially exit a student from your district, the student exit data must be included in the certified data for one of the three General Collections (Fall, Spring or EOY) or certified through the Student Record Maintenance Collection. Only certified data will update the student's official enrollment status.

If you have questions about this characteristic, please contact:

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

For questions related to **students with disabilities receiving special education programs/services**, contact Jessica Brady, MDE Office of Special Education at bradyj@michigan.gov or 517-373-7504.

For questions about **children birth through 2 years of age**, contact Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

For questions about **children ages 3 through 5 years old**, contact the MDE Office of Great Start at 517-373-8483.

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

District Exit Date

Characteristic – Enrollment Component

Characteristic System Name
> ExitDate

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

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

Citation
> State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; 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:

    > <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.
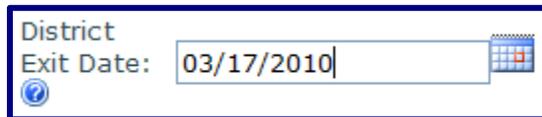
    > District Exit Date: 03/17/2010

- Enter the date that corresponds to the day after the student left the district or terminated his/her education program or service.
- 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 after the date reported in the Enrollment Date characteristic (Exit Date > Enrollment Date).
- The date reported must be after the open date and (if the entity is closed) earlier than the close date for the Operating District in EEM (EEM district open date < Exit Date < EEM district closed date).
- If the District Exit Status characteristic does not contain code "19" or "00", then this characteristic must contain a valid date or an error will occur.

- If District Exit Status contains the code "19" or "00", then the District Exit Date must be blank or an error will occur.
- If the District Exit Status contains code "01", "02", "03", "04", "05", "06", "40", "41", or "42", then the District Exit Date may be a future date within the current school year. Otherwise, the District Exit Date must be before or the same as the current system date or an error will be generated.
- For the Fall and Spring General Collections, the date reported must be on or before the collection count date. For the EOY General Collection, the date must be on or before June 30. (Report exits that occur after these dates in the next General Collection or SRM Collection.)
- If District Exit Date contains a valid date, then you must report the Attendance Component unless the student record meets one of the following criteria:
  - The Student Residency characteristic contains code "04", "07", "08", "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.

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

If you have questions about this characteristic, please contact:

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

General Education FTE

Component Overview

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

Characteristic Table

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

When Is This Component Required?

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

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

Total FTE

You may submit FTE in the General Education FTE Component for general education and in the Special Education Component for special education services; however, the total reported FTE for a 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 no Resident LEA code is reported.

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.

General Education FTE

Characteristic – General Education FTE Component

Characteristic System Name
GeneralEdFTE

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

For more detailed FTE information, please refer to the 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
State 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

- o Minimum value: 0.00

- o 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 one of the following **age requirements**:

- **Less than twenty years of age** (Student's age < 20) as of September 1 of the current school year **AND five years of age or older** (Student's age >= 5) as of December 1 of the current school year; OR
- **Less than twenty-two years of age** (Student's age < 22) as of September 1 of the current school year. The student must be reported with Program Eligibility Participation code "9222" (Eligible under Sec. 6(4)(*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.
- The reported value in this characteristic **cannot be greater than zero (0.00)** in the following conditions:
  - If the reported Grade or Setting is "20" or "30". (Adult Ed and Early Childhood participants cannot be reported for General Ed FTE.)
  - If the reported code in District Exit Status is not "19". (Only students continuing in your district can be reported for General Ed FTE.)
  - If the operating district is an ISD (as identified in EEM) and the reported code in Student Residency is NOT "12". (Only students attending an ISD for the purposes of section 6(4) (d) non-special education juvenile detention can be reported for General Ed FTE).
  - If the reported school or facility closed (according to EEM) prior to the legislated count date. (Only students attending an open school as of the count date can be reported for General Ed FTE.)
  - If the reported school or facility opened (according to EEM) after the legislated count date. (Only students attending an open school as of the count date can be reported for General Ed FTE.)
  - If the reported enrollment date is after the legislated count date. (Only students enrolled as of the count date can be reported for General Ed FTE.)
  - If the reported exit date is prior to the legislated count date. (Only students enrolled as of the count date can be reported for General Ed FTE.)

- o 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".

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.

If you have questions about this characteristic, please contact:

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

Homeless Demographics

Component Overview

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

In addition to the Homeless Demographics Component, you should include the Supplemental Nutrition Eligibility 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.

The Every Student Succeeds Act increases resources for homeless students by expanding the availability and use of Title IA funds, and therefore raises the authorized funding level for the McKinney-Vento Act's Education for Homeless Children and Youth program. CEPI will obtain Foster Care data from the Michigan Department of Health and Human Services. Therefore, these students will no longer be reported within the Homeless Component.

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
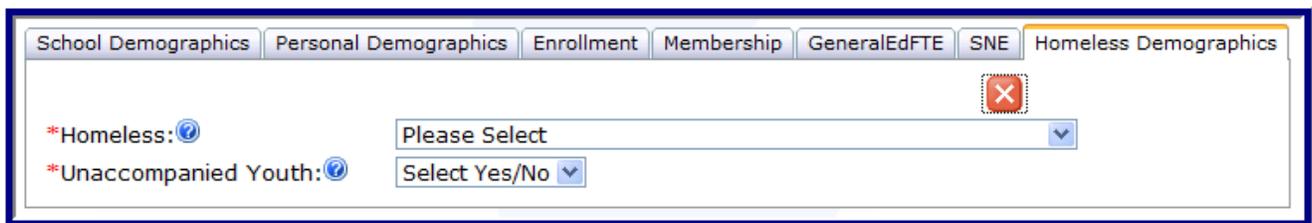
When Is This Component Required?

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: *CEPI will identify students who have been identified as* **homeless** *during the current school year as* **eligible for free milk/meals**, *even if you do not include the SNE Component on their records. 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.*

Primary Nighttime Residence (Homeless)

Characteristic – Homeless Demographics Component

Characteristic System Name

    Homeless

Definition

    The primary nighttime residence of a student identified as homeless.

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

    Foster Children are no longer eligible for McKinney-Vento Homeless Education.

Use

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

Citation

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

Specification

    List of values (choose from list)

Code	Text	Description
10	Shelters	Supervised publicly or privately operated facilities designed to provide temporary living accommodations. (NOTE: Youth shelters and victim shelters are now included within this category.) 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.

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 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.

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.

If you have questions about this characteristic, please contact:

Pam Kies-Lowe, MDE Office of Field Services, Special Populations Unit, at Kies-LoweP@michigan.gov or 517-241-1162.

Unaccompanied Youth Status

Characteristic – Homeless Demographics Component

Characteristic System Name
UnaccompaniedYouth

Definition
The student's status as an unaccompanied youth under the McKinney-Vento Act. An unaccompanied youth is an individual 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
State School Aid Act, MCL 388.1763a; McKinney-Vento Homeless Assistance Act, 42 USC 11431; ESEA, 20 USC 7824, 20 USC 6311, 20 USC 6315, 20 USC 7112, 20 USC 7251,

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

- o 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.

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.

If you have questions about this characteristic, please contact:

Pam Kies-Lowe, MDE Office of Field Services, Special Populations Unit, at
Kies-LoweP@michigan.gov or 517-241-1162.

Initial IEP

Component Overview

The Initial IEP Component is used to collect data about a child/student for whom parental consent for an initial evaluation has been obtained and who is not currently receiving special education programs and/or services under an IEP. This component is also used to capture the initial evaluation of a parentally placed nonpublic child/student who is being evaluated to determine if they are eligible to receive special education programs and/or services under a 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 30 of the 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 30 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. You may only report this in the EOY Collections.
- 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

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.

If a student will be receiving services under a Non Public Service Plan, the district needs to determine eligibility and offer FAPE in the Initial IEP Component. The child would be found eligible but parent refused services, code "03". In a subsequent collection, SRM or next general, the district would report the Special Education Component with the Nonpublic Service Plan information.

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

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 IDEA. To identify these students, report code "22" in the characteristic "Timeliness Of Initial IEP", report "1" in the "Result of Initial IEP" characteristic, and the date of the prior state IEP in the "Initial IEP Completion Date" characteristic.

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 Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394 for additional guidance.

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 Amy Hurth, MDE Office of Special Education at HurthA@michigan.gov or 517-335-0394 for additional guidance.

Date of Parental Consent

Characteristic – Initial IEP Component

Characteristic System Name
> DateOfParentalConsent

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

Use

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

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

Specification
> Date (only); CCYY-MM-DD

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

> <DateOfParentalConsent>**2010-03-05**</DateOfParentalConsent>

  - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
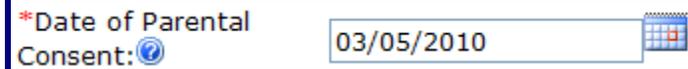
> *Date of Parental Consent: ❓   `03/05/2010` 📅

- 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.

If you have questions about this characteristic, please contact:

Amy Hurth, MDE Office of Special Education, at HurthA@michigan.gov or 517-335-0394.

Initial IEP Completion Date

Characteristic – Initial IEP Component

Characteristic System Name
InitialIEPCompletionDate

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

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

Citation
Individuals with Disabilities Act 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.
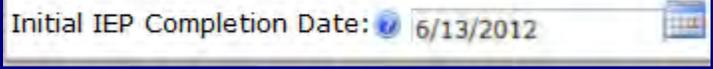
    Initial IEP Completion Date: 6/13/2012

- If a student who is not currently eligible for special education programs and/or services is evaluated for special education eligibility, this date must be reported.
- If the student moved in from out of state and the Timeliness Of Initial IEP is "22", use the date of the student's IEP in the other state.
- The date reported in this characteristic must occur on or after the student's Date of Birth (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.

If you have questions about this characteristic, please contact:

Amy Hurth, MDE Office of Special Education, at HurthA@michigan.gov or 517-335-0394.

Timeliness of Initial IEP

Characteristic – Initial IEP Component

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 submitted to USED.

Citation

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

Specification

List of values (choose from list)

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

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

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

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

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

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

Code	Text	Description
18	IEP Not Completed: Student died	Because of the death of student, evaluation and/or initial IEP will not be completed.
19	IEP Not Completed: Parent withdrew or refused consent to evaluate.	The child's parent(s) or guardian(s) revoked or refused consent to evaluate.
20	IEP Not Completed: Parent did not make child available	The district made an attempt to evaluate the child, but 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 Date of Parental Consent 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 you enter it through the online form, unless you are required to enter it by another business rule.

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.

If you have questions about this characteristic, please contact:

Amy Hurth, MDE Office of Special Education, at HurthA@michigan.gov or 517-335-0394.

Result of Initial IEP

Characteristic – Initial IEP Component

Characteristic System Name
ResultOfInitialIEP

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

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

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

Specification
List of values (choose from list)

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

Instructions
- Choose/enter the code that best represents the results of the student's evaluation of eligibility for special education programs and/or services.
- If you 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.

Characteristic Tip

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

If you have questions about this characteristic, please contact:

Amy Hurth, MDE Office of Special Education, at HurthA@michigan.gov or 517-335-0394.

Days Beyond Timeline

Characteristic – Initial IEP Component

Characteristic System Name
>DaysBeyondTimeline

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

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

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

Specification
>Whole number (integer) data type, format: NNN

- o Maximum length: 3
- o Minimum value: 0
- o 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 Timeliness of Initial IEP characteristic contains code "13", "14", "15", "16" or "17", then this characteristic must contain a value greater than zero.
- If the Timeliness of Initial IEP characteristic contains code "11", "12", "18", "19", "20", "21" or "22", do not submit this characteristic in the XML file or in the online entry form; leave the characteristic blank.

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

If you have questions about this characteristic, please contact:

Amy Hurth, MDE Office of Special Education, at HurthA@michigan.gov or 517-335-0394.

Part C Transition Timeliness

Characteristic – Initial IEP Component

Characteristic System Name
PartCTransitionTimeliness

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

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

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

Specification
List of values (choose from list)

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

Instructions
- Choose/enter the code that best represents the timeliness status for the IEP being held.
- If 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.

If you have questions about this characteristic, please contact:

MDE Office of Great Start at 517-373-8483

Initial IFSP

Component Overview

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

Characteristic Table

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

When Is This Component Required?

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 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 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.

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.

Referral Date

Characteristic – Initial IFSP Component

Characteristic System Name
> ReferralDate

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

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

Citation
> 34CFR 303.21(a)

Specification
> Date (only); CCYY-MM-DD

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

    > <ReferralDate>**2010-03-05**</ReferralDate>

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

    > *Referral Date: 📅   06/13/2012

- 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Referral Agency

Characteristic – Initial IFSP Component

Characteristic System Name
ReferralAgency

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

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

Citation
34CFR 303.303(c)

Specification
List of values (choose from list)

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

Instructions

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

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Timeliness of IFSP

Characteristic – Initial IFSP Component

Characteristic System Name

IFSPTimeliness

Definition

Indicate if the IFSP was completed within the required timeline.

Use

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

Citation

34CFR 303.342(a); 303.310

Specification

List of values (choose from list)

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

Instructions

- 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).

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Result of Initial IFSP

Characteristic – Initial IFSP Component

Characteristic System Name
ResultofInitialIFSP

Definition
Indicate the results of the eligibility determination.

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

Citation
34CFR 303.321(c)

Specification
List of values (choose from list)

Code	Description
01	Eligible for both Part C and Special Ed
02	Eligible for Both Part C and Special Ed – Special Ed services 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" or "04" 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Initial IFSP Date

Characteristic – Initial IFSP Component

Characteristic System Name

    InitialIFSPDate

Definition

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

Use

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

Citation

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

Specification

    Date (only); CCYY-MM-DD

Instructions

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

        <InitialIFSPDate>**2013-09-01**</InitialIFSPDate>

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

        *Initial IFSP Date: 06/13/2012

- 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.

If you have questions about this characteristic, please contact:

Colleen O'Connor, MDE Office of Great Start at Oconnorc1@michigan.gov or 517-241-4291

Title III English Learner and Immigrant

Component Overview

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

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

Characteristic Table

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

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

When Is This Component Required?

This component is required when a student has been identified as English Learner and is eligible for EL services and to ensure eligibility for Title III funding. If a student has been reported as EL eligible in a previously certified collection 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, which is after the prior exit date. If no re-entry date is reported, an error will occur.

When an English Learner student is identified as Immigrant and is eligible to receive Immigrant services, they must also 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 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 and District Exit Date within the Enrollment Component would be completed.

Typically, exiting proficient EL students happens in the EOY Collection once you have the WIDA test results back. If results are not back before the June 30 deadline there is a SRM window that opens in mid-July to report those that tested proficient. If using this SRM window, both the As Of Date and the EL Exit date must be June 30 of the current school year.

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.

The EL section of this student record in the XML file would look similar to this:

```
<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)

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 Act)

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

LEP Instructional Program

Characteristic – Title III EL and Immigrant Component

Characteristic System Name
LEPInstructionalProgram

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

Use
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
ESSA, 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 and 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.

Code	Text	Description
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.
07	Transitional Bilingual Instruction	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.

Code	Text	Description
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.
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: Laws and Guidance.

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 and Immigrant Component.
- If you include multiple occurrences of this characteristic with the record, the first code listed in the XML file will be identified as the primary program. Primary values are indicated with a yellow star in the online form.

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

If you have questions about this characteristic, please contact:

Shereen Tabrizi, MDE Office of Field Services, Special Populations Unit, at TabriziS@michigan.gov or 517-373-6066.

Primary Language

Characteristic – Title III EL and Immigrant Component

Characteristic System Name
PrimaryLanguage

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

Use
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.

Some languages 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.

- o 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.
- o When a student's language is not included on the ISO list of permitted codes, please code the language as: "mis" [Miscellaneous Language (Uncoded)].
- o 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 select English as the student's primary (native) language, you must select another language in the Home Language characteristic other than English or you will receive an error.
- If you 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.

If you have questions about this characteristic, please contact:

Shereen Tabrizi, MDE Office of Field Services, Special Populations Unit, at TabriziS@michigan.gov or 517-373-6066.

Home Language

Characteristic – Title III EL and Immigrant Component

Characteristic System Name

HomeLanguage

Definition

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

Use

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; ESSA 20 USC 6917, 20 USC 6914

Specification

List of values (choose from list)

Use the three-character (alphabetic) language codes provided in the ISO 639-2 Codes for the Representation of Language Names (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.

- o 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.
- o When a student's language is not included on the ISO list of permitted codes, please code the language as: "mis" [Miscellaneous Language (Uncoded)].
- o 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.
- 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 and Immigrant Component.
- 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.
- You may only submit a maximum of three language codes per student record.

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

If you have questions about this characteristic, please contact:

Shereen Tabrizi, MDE Office of Field Services, Special Populations Unit, at TabriziS@michigan.gov or 517-373-6066.

LEP Exit Date

Characteristic – Title III EL and Immigrant Component

Characteristic System Name
> LEPExitDate

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

Use

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

Specification
> Date (only); CCYY-MM-DD

Instructions

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

    > <LEPExitDate>**2010-04-16**</LEPExitDate>

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

    > LEP Exit Date: ⓘ   04/16/2010
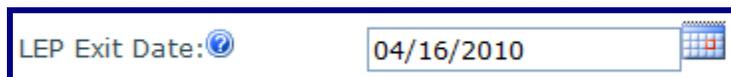
- If you enter anything other than a date in this characteristic, the system will generate a file-level error and reject the file upon upload.
- You may not submit a future date in this characteristic.
- Do not submit blanks, as they are not acceptable in an XML file upload. If you submit this characteristic 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.

If you have questions about this characteristic, please contact:

Shereen Tabrizi, MDE Office of Field Services, Special Populations Unit, at TabriziS@michigan.gov or 517-373-6066.

LEP Re-Entry Date

Characteristic – Title III EL and Immigrant Component

Characteristic System Name
    LEPReEntryDate

Definition
    The date (month, day and year) that the student became re-enrolled in either an EL or 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 (ESSA), Title III, Sec. 3123; Immigration and Nationality Act 3123; Perkins IV (P.L. 109-270)

Specification
   Date (only); CCYY-MM-DD

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

    < LEPReEntryDate>2010-04-16</ LEPReEntryDate>

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

    LEP ReEntry Date:

- 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. This Re-Entry Date must be after the previously reported EL Exit 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 enter it through the online form, unless you are required to enter it by another business rule.

Characteristic Tip
- The date of re-entry must be after the last reported LEP Exit Date.

If you have questions about this characteristic, please contact:

Shereen Tabrizi, MDE Office of Field Services, Special Populations Unit, at TabriziS@michigan.gov or 517-373-6066.

Membership

Component Overview

The data collected in the Membership Component are used for the determination of residency and eligibility for full-time equivalency.

There are dependencies between characteristics in the Membership component and:

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

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Student Residency	List of Values	1	Required	No	1

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.

Student Residency

Characteristic – Membership Component

Characteristic System Name
StudentResidency

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

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

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

Instructions

- Choose/enter the code that best represents the student's residency status within the educating district on the legislated count date or the date reported in the As Of Date characteristic in the Student Record Maintenance Component.
- 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

- o "15" Resident/Home-schooled resident
- ISD Codes
    - o "04" Non-resident/Nonpublic school student
    - o "06" Non-resident/All other non-resident students
    - o "07" Non-resident/Home-schooled non-resident
    - o "08" Resident/Nonpublic school student
    - o "09" Resident/Section 24 juvenile detention facility
    - o "11" Resident/School for the Deaf
    - o "12" Resident/Section 6(4)(d) non-special education juvenile detention
    - o "13" Resident/Students with emotional impairments who are served by a DHHS facility
    - o "14" Resident/All other resident students
    - o "15" Resident/Home-schooled resident
- Additional LEA-type district business rules:
    - o 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)
    - o 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:
    - o 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).
    - o If the code submitted in Resident LEA Number in the Personal Demographics Component **is not a constituent district to the ISD** ("belongs within" relationship according to EEM), then the characteristic must be reported with codes "04", "06" or "07" (non-resident codes).
- If the value reported in the Section 53 FTE characteristic (Special Education Component) is greater than 0, this characteristic cannot be reported with code "09".
- When this characteristic is reported with "04", "07", "08", or "15", the total FTE (General and Special Ed) cannot be greater than 0.75.
- You are required to submit this characteristic when the Membership Component is reported.

Characteristic Tip

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

If you have questions about this characteristic, please contact:

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

For questions specific to public school academies, please contact Kim Sidel, MDE Office of Education Improvement and Innovation at SidelK@michigan.gov or 517-373-3345.

Part B Referral

Component Overview

The Part B Referral Component contains data related a child transitioning from Part C who is potentially eligible for Part B. This includes the State Education Agency and 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

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.

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).

SEA Notification

Characteristic – Part B Referral Component

Characteristic System Name

SEANotification

Definition

Part C Indicator 8 B: Notification to the SEA must occur at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

Use

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

Citation

34CFR 303.209(b)(1)

Specification

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

- o 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

LEA Notification

Characteristic – Part B Referral Component

Characteristic System Name

LEANotification

Definition

Part C Indicator 8 B: Notification to the LEA where the toddler resides must occur at least 90 days prior to the toddler's third birthday for toddlers potentially eligible for Part B preschool services.

Use

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

Citation

34CFR 303.209(b)(1)

Specification

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

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

Instructions
- Choose/Enter the code ([1, 2], [Yes/No], [true/false]) which indicates the LEA notification where the toddler resides occurred at least 90 days prior to the toddler's third birthday.
- You are required to submit this characteristic when you submit the Part B Referral Component.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Last Name

Characteristic – Part B Referral Component

Characteristic System Name
ParentLastName

Definition
The parent's last name, family name or surname. This may be another adult who is a primary care giver for the child and who will be able to answer survey questions related to *Early On* program participation.

Use
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)

- o   Minimum length: 1

- o   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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent First Name

Characteristic – Part B Referral Component

Characteristic System Name
ParentFirstName

Definition
The parent's first name. Do **not** use nicknames or abbreviated names.

Use
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)

- o Minimum length: 1

- o 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Street Address

Characteristic – Part B Referral Component

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

- o Minimum length: 1
- o 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.

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Street Address 2

Characteristic – Part B Referral Component

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

- o Minimum length: 0
- o Maximum length: 100

Instructions
- If 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.

Characteristic Tip
- You may use this characteristic to report additional information about the parent's mailing or street address.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent City

Characteristic – Part B Referral Component

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)

- o Minimum length: 1
- o 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent State

Characteristic – Part B Referral Component

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)

- o [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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent ZIP Code

Characteristic – Part B Referral Component

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

- o Refer to USPS website
- o Minimum length: 5
- o 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Phone Number

Characteristic – Part B Referral Component

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

>- o Minimum length: 1
>- o 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".

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Address Unknown

Characteristic – Part B Referral Component

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)

- o   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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Phone Unknown

Characteristic – Part B Referral Component

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)
>
>   o   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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Part C Assessment Component

Component Overview

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

When Is This Component Required?

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.

When this component is reported,

- The Submitting Entity Code must have an entity type in EEM of "ISD."
- The Early On Component must also be submitted.

This component may be submitted up to three times for each student record. Errors will occur if this component is submitted more than three times.

Data Source

Characteristic – Part C Assessment Component

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. AEPS Administration Guide.

Code	Text	Description
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. E-LAP Kit
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. Visit the Vort Corporation website for more information.

Code	Text	Description
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. [Early Intervention Developmental Profile, Revised Edition](#)
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. [BRIGANCE website](#)
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. Carolina Products
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.
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. Battelle Developmental Inventory Second Edition Normative Update

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. [Bayley Scales of Infant and Toddler Development, Third Edition](#)

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Other Source Comments

Characteristic – Part C Assessment Component

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

- o   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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Assessment Date

Characteristic – Part C Assessment Component

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Assessment Type

Characteristic – Part C Assessment Component

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Input

Characteristic – Part C Assessment Component

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Parent Input Date

Characteristic – Part C Assessment Component

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.

    > Parent Input 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 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".
- The reported 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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Social Relationships

Characteristic – Part C Assessment Component

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.

Code	Text	Description
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.
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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

New Social Relationships

Characteristic – Part C Assessment Component

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Knowledge Skills

Characteristic – Part C Assessment Component

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.

Code	Text	Description
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.
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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

New Knowledge Skills

Characteristic – Part C Assessment Component

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)

   o   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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Actions

Characteristic – Part C Assessment Component

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.

Code	Text	Description
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.
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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

New Actions

Characteristic – Part C Assessment Component

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.

If you have questions about this characteristic, please contact:

Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

Personal Core

Component Overview

The Personal Core Component contains data essential to the identification of a student. These are data that rarely, if ever, change and are considered the student's "core" data. The MSDS student master record, which is created when the UIC is assigned to the student, contains the data submitted in this component. Only an authorized user for the student's Primary Education Providing Entity can update that student's master record data. For students who do not have an assigned PEPE, a user for any district in which the student is enrolled may update the master record.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
UIC	Numeric	1	Conditional	No	1
Last Name	Names	2	Required	No	1
First Name	Names	3	Required	No	1
Middle Name	Names	4	Optional	No	1
Student Suffix	Free-Form Text	5	Optional	No	1
Date of Birth	Date	6	Required	No	1
Multiple Birth Order	Whole Number	7	Optional	No	1
Gender	Value List	8	Required	No	1

Personal Core data are shown at the top section of the "Staging Area Maintain" screen rather than on a tab like the other components. This is so that the student's core information, along with the entity and collection information, remains visible when you are viewing any other component.

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.

Unique Identification Code

Characteristic – Personal Core Component

Characteristic System Name
UIC

Definition
A unique ten-digit number assigned by CEPI to an individual.

Use

The UIC is essential to the identification and tracking of student data over time. CEPI and MDE use these data for provided reporting services, federal data requirements (e.g., ESSA, CCD, program eligibility data and enrollment demographics), outcome measures (e.g., assessments, graduation, attendance, discipline), and State School Aid payments.

Citation
ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification
Numeric Text (can have leading zeros)

- o Minimum length: 10

- o 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:
  - o Fall General
  - o Spring General
  - o EOY General
  - o Fall Early Childhood
  - o Spring Early Childhood
  - o EOP Early Childhood
  - o Student Record Maintenance
  - o 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.

Characteristic Tip

- Validating student UICs prior to the Fall General Collection and updating your SIS to contain the correct UIC for each student will decrease the time needed for completing your submission by minimizing resolution.

If you have questions about this characteristic, please contact:

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

Last Name

Characteristic – Personal Core Component

Characteristic System Name

LastName

Definition

The student's last name, family name, or surname as it appears on 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

ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

Names (letters, apostrophes, commas, hyphens, periods)

- o Minimum length: 1

- o 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.

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.

If you have questions about this characteristic, please contact:

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

First Name

Characteristic – Personal Core Component

Characteristic System Name
> FirstName

Definition
> A name given at birth, baptism, naming ceremony, or through a legal change. Always record the student's name as it appears on a birth certificate or legal document presented at the time of enrollment. Please refer to the Pupil 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 and CTEIS.

Citation
> ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification
> Names (letters, apostrophes, commas, hyphens, periods)
>
> - o   Minimum length: 1
> - o   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.

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.

If you have questions about this characteristic, please contact:

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

Middle Name

Characteristic – Personal Core Component

Characteristic System Name

MiddleName

Definition

The student's middle name given at birth, baptism, naming ceremony, or through a legal change. When the full middle name is not available, the middle initial may be submitted.

Use

CEPI and MDE use these data in the identification of students in UIC matching and resolution processes.

Citation

ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification

Names (letters, apostrophes, commas, hyphens, periods)

- o Minimum length: 1
- o 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.

If you have questions about this characteristic, please contact:

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

Last Name Suffix

Characteristic – Personal Core Component

Characteristic System Name
Suffix

Definition
The abbreviated name suffix that follows the student's full name and provides additional information about the student. Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).

Use
CEPI uses these data in the identification of students in UIC matching and resolution processes.

Citation
ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

Specification
Free-Form Text

Instructions
- Enter the applicable suffix for the student.
- 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.

Characteristic Tip

- Common name suffixes include junior (Jr.), senior (Sr.), or a numeric reference such as II or III (second or third).

If you have questions about this characteristic, please contact:

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

Date of Birth

Characteristic – Personal Core Component

Characteristic System Name
DateOfBirth

Definition
The date (month, day and year) on which the student was born as it appears on 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 ESSA, IDEA, Perkins and Migrant Education Program reporting.

Citation
ESSA, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618); Perkins IV (P.L. 109-270)

Specification
Date (only); CCYY-MM-DD

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

    <DateOfBirth>**2003-03-03**</DateOfBirth>

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

    *Date of Birth: 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.

Characteristic Tip
- Common entry errors for the Date of Birth characteristic include the entry of the current year or enrollment year instead of the birth year.

If you have questions about this characteristic, please contact:

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

Multiple Birth Order

Characteristic – Personal Core Component

Characteristic System Name
MultipleBirthOrder

Definition
Indicate that the student is part of a multiple birth where siblings share all unique identifying characteristics. Multiple Birth Order is not intended to identify every case of twins, triplets, etc., in the state. It is only intended to provide some distinguishing data element for cases where twins (triplets, etc.) of the same gender have the same or a similar first name. Each student from such a multiple birth is to have a unique number.

Use
CEPI uses these data in duplicate resolution in cases where all core fields are identical or very similar.

Citation
None

Specification
Whole number (integer) data type, format: N

- o   Minimum length: 1
- o   Maximum length: 1
- o   Minimum value: 0
- o   Maximum value: 9

Instructions
- For the first twin (triplet, etc.), enter "1" for the Multiple Birth Order. Next, for the second twin (triplet, etc.), enter "2" for the Multiple Birth Order.

- Enter the whole number, 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.

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 Austin and Justin.

If you have questions about this characteristic, please contact:

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

Gender

Characteristic – Personal Core Component

Characteristic System Name
> Gender

Definition
> The gender that a student most commonly identifies with.

Use
> CEPI and MDE use these data for ESSA and Migrant Education Program reporting.

Citation
> ESSA, 20 USC 6311;
>
> Individuals with Disabilities Education Act, 20 USC 1400 (PL 105-17 Sec. 618);
>
> Perkins IV (P.L. 109-270);
> State Board of Education Statement and Guidance on Safe and Supportive Learning Environments for LGBTQ Students

Specification
> List of values (choose from list)

Code	Text	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.

Characteristic Tip
- The system will only accept the capital letters "M" or "F" in this characteristic. If you submit any other letter or lowercase "m" or "f," the system will reject the uploaded file.

If you have questions about this characteristic, please contact:

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

Personal Curriculum

Component Overview

You must identify students participating in a personal curriculum to modify the graduation requirements for the Michigan Merit Curriculum 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.
- 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 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.

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.)

Personal Curriculum Credit Modification

Characteristic – Personal Curriculum Component

Characteristic System Name
>   PersonalCurriculumCreditModification

Definition
>   The academic area that is being modified by the personal curriculum.

Use
>   CEPI and MDE use these data for ESSA 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	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.]

Characteristic Tip
- Reference the <u>Parent and Educator Guide</u> on the MDE website for more detailed information about determining a student's eligibility for a modification type.

If you have questions about this characteristic, please contact:

Gregg Dionne, MDE Office of Education Improvement and Innovation at DionneG@michigan.gov or 517-241-4285

Personal Curriculum Type

Characteristic – Personal Curriculum Component

Characteristic System Name
PersonalCurriculumType

Definition
The criteria under which the personal curriculum modification is allowed.

Use
CEPI and MDE use these data for ESSA 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.

Characteristic Tip

- Reference the Parent and Educator Guide for more detailed information on determining a student's eligibility for a modification type.

If you have questions about this characteristic, please contact:

Gregg Dionne, MDE Office of Education Improvement and Innovation at DionneG@michigan.gov or 517-241-4285

Personal Demographics

Component Overview

The Personal Demographics Component contains data related to the student's current address, as well as non-core demographic information.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Resident LEA Number	Numeric	1	Conditional	No	1
Student Resident County	List of Values	2	Conditional	No	1
Street Address	Free-Form Text	3	Conditional	No	1
Street Address 2	Free-Form Text	4	Optional	No	1
City (Personal Demographics City)	Address	5	Conditional	No	1
State	List of Values	6	Conditional	No	1
ZIP Code	Text	7	Conditional	No	1
Ethnicity	Numeric	8	Required	No	1
Phone Number	Numeric	9	Optional	No	1

Student Record Maintenance	School Demographics	Personal Demographics	Enrollment	Membership

Resident LEA Number: 81010
Student Resident County: Please Select
Street Address: 101 N. Main
Street Address 2:
City: Ann Arbor
State: MI-Michigan
Zip Code: 48181
*Racial/Ethnic Code: 001000
Phone Number: 7898525452

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.

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](#).

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 a total FTE greater than zero, the Resident LEA Number characteristic must be reported with a valid code, otherwise the system will generate a field-level error.

Resident LEA Number

Characteristic – Personal Demographics Component

Characteristic System Name
ResidentLEANumber

Definition
The five-digit code for the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides, 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"), participates in schools of choice, or is enrolled in a public school academy or other programs as noted in MDE's Pupil Accounting Manual.

Use
MDE and CEPI use these data for determining state aid foundation payments as well as ESSA and IDEA reporting.

Citation
State School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

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

- Minimum length: 5
- Maximum length: 5

Instructions
- Enter the code that represents the local education agency geographic district in which the student's custodial parent(s) or legal guardian resides, except when:

- o 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.
  - o 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.
  - o The student is under court jurisdiction. Enter the five-digit code for the geographic district where the court placed the child.
  - o 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 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 reporting a state other than Michigan ("MI") in the State characteristic or by having code "9110" reported in Program Eligibility Participation.
- If the total value of FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in this characteristic.
- 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.

Characteristic Tip

- The district you report as the resident LEA must be identified as an LEA-type district in the Educational Entity Master. You may not report PSA- and ISD-type districts or State of Michigan districts as resident LEAs.

If you have questions about this characteristic, please contact:

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

Student Resident County

Characteristic – Personal Demographics Component

Characteristic System Name
StudentResidentCounty

Definition
The two-digit code assigned to the Michigan county in which the student's primary address is located.

Use
CEPI uses these data for state and ESSA reporting.

Citation
State School Aid Act, MCL 388.1603(7), 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification
List of values (choose from list)

- o 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 submit this characteristic when submitting data in the Early Childhood collections. This characteristic is optional in all other collections.
- You must include leading zeros when applicable.
- 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.

Characteristic Tip
- This characteristic captures the county where the student lives, not necessarily the county in which the operating district administrative or school buildings are located.

If you have questions about this characteristic, please contact:

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

Street Address

Characteristic – Personal Demographics Component

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

- o   Minimum length: 1
- o   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.

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.

If you have questions about this characteristic, please contact:

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

Street Address 2

Characteristic — Personal Demographics Component

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

- o Minimum length: 0
- o Maximum length: 100

Instructions
- If 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.

Characteristic Tip
- You may use this characteristic to report additional information about the student's mailing or street address.

If you have questions about this characteristic, please contact:

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

City

Characteristic – Personal Demographics Component

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)

- o Minimum length: 1
- o 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.

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

If you have questions about this characteristic, please contact:

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

State

Characteristic – Personal Demographics Component

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)
>
> - o [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.

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

If you have questions about this characteristic, please contact:

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

ZIP Code

Characteristic – Personal Demographics Component

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

- o Refer to USPS website
- o Minimum length: 5
- o 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.

If you have questions about this characteristic, please contact:

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

Ethnicity

Characteristic – Personal Demographics Component

Characteristic System Name
Ethnicity

Definition
The data reported in this characteristic describe the student's racial group and ethnicity. This is a unique six-position 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.

Position	Race/Ethnicity	Description
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 ESSA, IDEA and Perkins reporting requirements.

Citation

ESSA, 20 USC 6311; Individuals with Disabilities Education Act, 20 USC 1400 PL 105-17 Sec. 618(i); Perkins IV (P.L. 109-270)

Specification

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

- o   Minimum length: 6
- o   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.

  *Racial/Ethnic Code: `000100`

- 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.

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.

If you have questions about this characteristic, please contact:

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

Phone Number

Characteristic – Personal Demographics Component

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 ESSA and IDEA reporting.

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

Specification
> Free-Form Text

> o Minimum length: 1
> o Maximum length: 10

Instructions
- The preferred format for reporting is: NNNNNNNNNN.

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

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Program Participation

Component Overview

The Program Participation Component contains data related to the student's eligibility and/or participation in specialized programs or services. Students who may be eligible for program-level allocations and are required to be reported for compliance and/or program monitoring must be reported with the appropriate program codes. These data are also important for the accurate identification of subgroup participation required for federal reporting.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Program Eligibility Participation	List of Values	1	Required	Yes	Unbounded (1 per code)*

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

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	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"	▪ Warning ▪ Error ▪ Error
Enrollment	▪ If the Program Eligibility Participation characteristic contains "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".	▪ 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
General Ed FTE and Special Education	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 "9110" – Resident LEA Number must be blank	Error

Component	Dependency	Error/Warning
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: CEPI 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
Title III English Learner and Immigrant	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 the MDE Section 31a At-Risk web page.

Program Eligibility Participation

Characteristic – Program Participation Component

Characteristic System Name
ProgramEligibilityParticipation

Definition
The type of categorical program(s) or service(s) for which the student is eligible and in which s/he may participate.

Use
CEPI and MDE use these data for ESSA and state reporting.

Citation
IDEA 20 USCS Sec. 1400 (PL 108-446 Sec. 1418); MARSE R 340.1701(c)

Specification
List of values (choose from list)

Code	Text	Description
9220	Alternative Education	Student is currently participating in an alternative education program. Use Grade or Setting to report the appropriate grade level.
9230	Developmental Kindergarten (a defined two-year Kindergarten program that 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 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.
9140	Military Connected Student	The student has at least one parent who is a member of the Armed Forces on active duty. (See instructions for further definition.)
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 instruction for three or more courses through an offline Seat Time Waiver program.
3060	Section 31a At-Risk	Student has been identified as eligible for at-risk (31a) services.
9210	Section 504	This student is considered disabled under [Section 504 of the Rehabilitation Act of 1973]().
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 program or have participated in a TAS program during the current school year. This is not for students in Title I school-wide programs.

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.
- When you submit this characteristic with code "9230":
  - The Grade or Setting characteristic in the School Demographics Component must contain code "00" (Kindergarten).

- o The students must be in their first year of Kindergarten, otherwise an error will be generated.
- When you submit this characteristic with code "9110":
  - o The Resident LEA Number characteristic in the Personal Demographics Component **must be blank** and
  - o The sum of the values submitted in General Ed FTE, Section 52 FTE and Section 53 FTE cannot 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;
- 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":
  - o The student record must contain code "09", "10", "11" or "12" in the Grade or Setting characteristic in the School Demographics Component or the system will generate an error.
  - o Do not report the student record with code "01", "02", "03", "04", "18" or "30" in the District Exit Status characteristic in the Enrollment Component or the system will generate an error.
  - o The entity reported in the School or Facility characteristic in the School Demographics Component must be identified as an Early/Middle College or have an EMC program in the Educational Entity Master.
  - o A warning will be generated if the student's reported Grade or Setting is 09, 10, or 11 and is the same as the grade reported in the prior school year. Students participating in an Early/Middle College program are expected to be reported with two years of Grade 12.
  - o A warning will be generated if a student was submitted with code "3500" in a previous collection but not reported with code "3500" in the current collection. As noted previously, students actively participating in an Early/Middle College program must be reported with code "3500" in every General or SRM Collection.
- When you submit this characteristic with code "9229":
  - o A warning will occur if the Grade or Setting characteristic in the School Demographics Component contains a code other than "09", "10", "11" or "12".
- When you submit this characteristic with code "9222":
  - o The student's age must be less than 22 as of September 1 of the current school year.
  - o The entity reported in the School or Facility characteristic in the School Demographics Component must be identified in the EEM as serving students under this exception (via the "PCE" educational setting).
- When you submit this characteristic with code "9140":

- o The term "Armed Forces" means the Army, Navy, Air Force, Marine Corps and Coast Guard.
- o The term "active duty" means full-time duty in the active military service of the United States. Such term includes full-time training duty, full-time National Guard duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.
- o The term "full-time National Guard duty" means training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member's status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia under section 316, 502, 503, 504, or 505 of title 32 for which the member is entitled to pay from the United States or for which the member has waived pay from the United States.
- o When a student is submitted with code "9140", they are considered a military connected student for the entire school year.

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.
- Only report code "9140" (Military Connected Student) for students in grades K-12. Children in preschool and students in special education transition programs (Grade or Setting codes "30" and "14") should not be reported with this code.

If you have questions about this characteristic, please contact:

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

For questions concerning **advanced and accelerated** or **alternative education** programs, please contact Sam Sinicropi, MDE Office of Education Improvement and Innovation at SinicropiS@michigan.gov or 517-241-0439.

For questions concerning **developmental kindergarten**, please contact Richard Lower, MDE Office of Great Start at LowerR@michigan.gov or 517-373-8512.

For questions concerning **military-connected children**, please contact Kevin Walters, MDE Office of School Support Services, at WaltersK5@michigan.gov or 517-335-0543.

For questions concerning **personal curriculum**, please contact Gregg Dionne, MDE Office of Education Improvement and Innovation, at DionneG@michigan.gov or 517-241-4285.

For questions concerning **seat-time waiver** programs, please contact Eric Lipinski, MDE Office of Education Improvement and Innovation, at LipinskiE@michigan.gov or 517-241-6895.

For questions concerning **section 31a at-risk students**, please contact:

- Alex Schwarz, MDE Office of Evaluation, Strategic Research, and Accountability at SchwarzA@michigan.gov or 517-373-1292
- Shereen Tabrizi, MDE Office of Field Services at TabriziS@michigan.gov or 517-373-6066

School Demographics

Component Overview

The data collected in the School Demographics Component reflect the student's current relationship within the district. The School Demographics Component is required in all collections except Early Childhood and Request for UIC.

There are dependencies between characteristics in the School Demographics Component and:

- Enrollment Component – Exit Status and District Exit Date characteristics
- Personal Demographics Component – Resident LEA Number characteristic
- Student Course Component – Academic Year characteristic
- Submitting Entity Component – Submitting Entity characteristic

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max Occurrences
Operating District Number	Numeric	1	Required	No	1
School Facility Number	Numeric	2	Conditional	No	1
Student ID Number	Free-form Text	3	Optional	No	1
Grade or Setting	List of Values	4	Required	No	1
S2E2 Code	Numeric Text	5	Conditional	No	1
Out of Level Grade	Boolean (True / False)	6	Conditional	No	1

When Is This Component Required?

You are required to submit the School Demographics Component in all MSDS collections except the Early Childhood and Request for UIC collections.

Reporting Entity Codes for Shared Educational Entities

If your district is a member of a [Shared Educational Entity or Specialized Shared Educational Entity](#), 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" in the Educational Entity Master.

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.

Operating District Number

Characteristic – School Demographics Component

Characteristic System Name
OperatingDistrictNumber

Definition
The state-assigned five-digit number, as recorded in EEM, which identifies the public school district responsible for providing education to the reported student. It is the district to which any applicable funds (state or federal) will be sent.

Use
CEPI and MDE use these data for compensation and reporting.

Citation
State School Aid Act, Michigan Complied Laws 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; Every Student Succeeds Act (ESSA), 20 United States Code 6311

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

- o Minimum length: 5
- o Maximum length: 5

Instructions
- Enter the code that represents the district (LEA, PSA or ISD) providing the educational services reported.
- The code must be a valid code in EEM for a LEA, PSA or ISD district.
- The reported district must have a status of "open-active," "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - o When submitting the Teacher Student Data Link Collection, you may not report an entity that has a close date in EEM prior to July 1 of the earliest year reported in the Academic Year characteristic (or if no Academic Year is reported, the close date is prior to July 1 of the current school year).
  - o For all other collections, you may not report an entity that has a close date in EEM prior to the District Exit Date (or if no exit date was reported, prior to the As Of Date).
  - o If the entity reported has a status of "closed," the District Exit Status characteristic in the Enrollment component must not contain code "19".
- If the operating district is an ISD or PSA district (as identified in EEM), then the code you submit in Operating District must not be the same as the code you submit in Resident LEA Number in the Personal Demographics

Component; otherwise an error will occur. (Operating District < > Resident LEA Number)

- You are required to report this characteristic when you submit the School Demographics Component.

Characteristic Tip
- Every student record for a single district should have the same operating district number. The operating district may, however, differ from the district reported in the Resident LEA Number characteristic in the Personal Demographics Component.

If you have questions about this characteristic, please contact:

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

School Facility Number

Characteristic – School Demographics Component

Characteristic System Name
SchoolFacilityNumber

Definition
The state-assigned five-digit code as recorded in 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](#).

Use
CEPI and MDE use these data for compensation and reporting.

Citation
State School Aid Act, Michigan Complied Laws 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, 20 United States Code 6311

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

- o Minimum length: 5
- o 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:
  - o Beneath the reported Operating District Number in the EEM hierarchy; OR
  - o Of group "State" in the EEM (belonging to district number "84000"); OR
  - o Of group "Nonpublic" in the EEM; OR
  - o Defined as Shared Educational Entity that the Operating District is a member of, according to EEM.
- The reported entity must have a status of "open-active," "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - o When submitting the Teacher Student Data Link Collection, you may not report an entity that has a close date in EEM prior to September 1 of the earliest year reported in the Academic Year characteristic (or if no Academic Year is reported, the close date is prior to September 1 of the current school year).

- o When submitting the Early Childhood Collection, you may not report an entity that has a close date in EEM is prior to the Early Childhood Program End Date.
        - o For all other collections, you may not report an entity that has a close date in EEM prior to the District Exit Date (or if no exit date was reported, prior to the As Of Date).
    - This characteristic is required in the General Collections (Fall, Spring or EOY), Student Record Maintenance, Early Roster, and Teacher Student Data Link collections, except in the following situations:
        - o The reported District Exit Status code is "00".
        - o The Early On Component is submitted. However, if the child is older than 3 years of age as of the collection count date and the Special Education Component is submitted, this characteristic must be reported.
    - If the School Facility Number is a nonpublic school, then the Student Residency (Membership) must be 04 or 08.
    - 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.

If you have questions about this characteristic, please contact:

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

Local Student Identification Number

Characteristic – School Demographics Component

Characteristic System Name
StudentIdNumber

Definition
The code given by the educating entity to identify the student. NOTE: This is different from the UIC generated by CEPI. Do not use the student's Social Security Number.

Use
MDE 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

- o   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.

Characteristic Tip

- The Student ID Number should not be the same as the CEPI UIC or the student's Social Security Number. Use this characteristic as a "helper" when completing UIC resolution.

If you have questions about this characteristic, please contact:

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

Student Grade or Setting

Characteristic – School Demographics Component

Characteristic System Name

GradeOrSetting

Definition

The grade level or the educational setting in which the student is enrolled.

Use

CEPI and MDE use these data for NCLB and IDEA reporting.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; 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. If the setting is developmental kindergarten, the student must also be reported in Program Eligibility Participation with code "9230" in his/her first year of a planned two-year program. (NOTE: Pre-kindergarten early childhood programs do not include DK.)
01	First Grade	The first school level after kindergarten. Students are usually 6–7 years old.
02	Second Grade	The second school level after kindergarten. Students are usually 7–8 years old.
03	Third Grade	The third school level after kindergarten. Students are usually 8–9 years old.
04	Fourth Grade	The fourth school level after kindergarten. Students are usually 9–10 years old.
05	Fifth Grade	The fifth school level after kindergarten. Students are usually 10–11 years old.
06	Sixth Grade	The sixth school level after kindergarten. Students are usually 11–12 years old.
07	Seventh Grade	The seventh school level after kindergarten. Students are usually 12–13 years old.

Code	Text	Description
08	Eighth Grade	The eighth school level after kindergarten. Students are usually 13–14 years old.
09	Ninth Grade	The ninth or freshman school level after kindergarten. Students are usually 14–15 years old.
10	Tenth Grade	The tenth or sophomore school level after kindergarten. Students are usually 15–16 years old.
11	Eleventh Grade	The eleventh or junior school level after kindergarten. Students are usually 16–17 years old.
12	Twelfth Grade	The twelfth or senior school level after kindergarten. Students are usually 17–18 years old.
14	Special Education Transition	A special program designed for students 18 years or older who are participating in special education transitional services.
20	Adult Education	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.

For more information on seat-time waivers, please contact Eric Lipinski, MDE Office of Education Improvement and Innovation, at LipinskiE@michigan.gov or 517-241-6895.

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)

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	Calculated 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.
- 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.
- 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 "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.

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}.

If you have questions about this characteristic, please contact:

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

Specialized Shared Educational Entity Code

Characteristic – School Demographics Component

Characteristic System Name
S2E2Code

Definition
The state-assigned five-digit code as recorded in 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 application.

Use
CEPI and MDE use these data for accountability and compliance monitoring

Citation
State School Aid Act, Michigan Complied Laws 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, 20 United States Code 6311

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

- o Minimum length: 5
- o Maximum length: 5

Instructions
- When the student reported is being educated through a Specialized Shared Educational Entity, enter the five-digit code that represents the S2E2.
- The code must be a valid code in EEM with entity type "non-instructional ancillary facility."
- The Operating District reported must be a member of the Specialized Shared Educational Entity per EEM (must be listed on the "Members" tab on the EEM entity details page).
- The reported entity must have a status of "open-active," "closed-pending" or "closed" in EEM as of the count date for the collection period.
  - o 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.

Characteristic Tip
- The School Facility Number must also be reported and must belong to one of the member districts of the Specialized Shared Educational Entity per EEM.

If you have questions about this characteristic, please contact:

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

Out of Level Grade

Characteristic – School Demographics Component

Characteristic System Name
OutOfLevelGrade

Definition
This field is used to indicate when a district is correctly reporting a student in a 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 ESSA and IDEA reporting.

Citation
State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311; Perkins IV (P.L. 109-270)

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

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

Instructions
- Report this field when submitting a student in a grade level that is not listed in the "Grades Actual" field in the EEM for the reported School Facility number. 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.

Characteristic Tip
- If the entity's "Grades Actual" field in the EEM needs to be updated, contact your district's EEM authorized user for assistance.

If you have questions about this characteristic, please contact:

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

Seclusion & Restraint

Component Overview

Public Act 394 of 2016 restricts the use of seclusion and restraint in schools. For further information regarding the legislation and Michigan's Department of Education requirements, please review the [Emergency Use of Seclusion and Physical Restraint Memo](#) on MDE's website.

The Seclusion and Restraint Component is used to collect data related to the use of emergency restraint and seclusion in the school district, public school academy, or intermediate school district program. While MDE requires specific data to be collected, reported and retained at the local level, in MSDS you are only required to report the number of times a student was placed in emergency seclusion or restraint on a given day.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Maximum Occurrences
Date Occurred	Date (Only)	1	Required	No	1
Number of Times Secluded	Whole Number	2	Optional	No	1
Number of Times Restrained	Whole Number	3	Optional	No	1

How is Seclusion and Restraint defined?

Seclusion is the involuntary confinement of a student alone in an area from which the student is physically prevented from leaving.

Restraint means to be physically held, including physical restraint (a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely) and mechanical restraint (the use of a device to restrict a student's freedom of movement).

Restraint and/or seclusion may only be used when a student is a danger to themselves or others.

When Is this Component Required?

You are required to report the Seclusion and Restraint Component when a student has been restrained and/or secluded. This component is submitted in the General Collections. It is also required to be reported in the Early Childhood Collections when a child is restrained only. Under the statute, preschool pupils shall not be

secluded, even in an emergency. You must report the number of times in a day that a student was either restrained or secluded.

Reporting Multiple Incidents Per Student

You may report an unlimited number of Seclusion and Restraint Components per student record in a single collection. However, each occurrence of the component must be associated with a unique Date Occurred.

Date Occurred

Characteristic – Seclusion and Restraint Component

Characteristic System Name
> DateOccurred

Definition
> The date a student was restrained and/or secluded.

Use

> These data are used for state reporting to monitor how often students are placed within an emergency restraint or seclusion instance.

Citation
> Revised School Code, MCL 380.1307f

Specification
> Date (only); CCYY-MM-DD

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

  > <DateOccurred>**2017-02-28**</DateOccurred>

  - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats. However, if you encounter problems, switching to the recommended format should resolve them.
- Enter the date that the student was secluded and/or restrained.
- 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 Seclusion and Restraint Component is reported.
- The date occurred must be on or before the As Of date.
- The date reported for when the seclusion and/or restraint occurred must fall within the student's period of enrollment with the Operating District.
- When this characteristic is submitted, either the Number of Times Secluded or the Number of Times Restrained must include a value greater than 0.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of School Support Services at Bradyj@michigan.gov or 517-241-4414.

Number of Times Secluded

Characteristic – Seclusion and Restraint Component

Characteristic System Name
NumberSecluded

Definition
The number of times a student was secluded on the date occurred.

Use
These data are used for state reporting to monitor how often students are placed within an emergency restraint or seclusion instance.

Citation
Revised School Code, MCL 380.1307f

Specification
Whole number (integer) data type, format: NN

- o Minimum length: 1
- o Maximum length: 2
- o Minimum value: 0
- o Maximum value: 99

Instructions
- Enter the number of occurrences for which a student was secluded on the date reported in the Date Occurred characteristic.
- If you enter anything other than a whole number in this characteristic, the system will generate a file-level error and the file will be rejected upon upload.
- You may not report this characteristic for preschool students. If you enter a value greater than 0 and the student is reported in a General Collection with grade 30, an error will be generated. If you enter a value greater than 0 in an Early Childhood Collection, an error will be generated.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of School Support Services at Bradyj@michigan.gov or 517-241-4414.

Number of Times Restrained

Characteristic – Seclusion and Restraint Component

Characteristic System Name
NumberRestrained

Definition
The number of times a student was restrained on the date occurred

Use
These data are used for state reporting to monitor how often students are placed within an emergency restraint or seclusion instance.

Citation
Revised School Code, MCL 380.1307f

Specification
Whole number (integer) data type, format: NN

- o Minimum length: 1
- o Maximum length: 2
- o Minimum value: 0
- o Maximum value: 99

Instructions
- Enter the number of occurrences for which a student was restrained on the date reported in the Date Occurred characteristic.
- If you enter anything other than a whole number in this characteristic, the system will generate a file-level error and the file will be rejected upon upload.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of School Support Services at Bradyj@michigan.gov or 517-241-4414.

Section 23a

Component Overview

The Section 23a Component is used to claim one-twelfth (1/12) of a full-time equivalency for each month that an eligible student was enrolled in a Dropout Recovery Program. Only students who meet the requirements as outlined in the legislation (Public Act No. 465, Section 6(4)(dd) and Section 23a) may be claimed for Section 23a funding.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Month Claimed	Date (year & month only)	1	Required	Yes	12
Program Start Date	Date (only)	2	Required	No	1

When Is This Component Required?

- You must submit this component in order to claim 1/12 of 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 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.
- Legislation requires districts to submit a Section 23a claim no later than 30 days after the end of the claiming month. The system will generate an error during the quality review process if a claim is submitted later than this date.

Reporting the "As of Date" in the SRM Component

- If the enrollment date is prior to the SRM Collection open date, report the "As of Date" as the current date.
- If the enrollment date is after the SRM Collection open date, report an "As Of Date" equal to the enrollment date.

Month Claimed

Characteristic – Section 23a Component

Characteristic System Name
MonthClaimed

Definition
The month and year a student was in full attendance in the Dropout Recovery Program.

Use
This date is used to determine the amount of funding being claimed.

Citation
State School Aid Act, Sections 6(4)(dd) and 23a

Specification
Date (year & month only); CCYY-MM

Instructions
- The date reported must follow the below format:
  - XML format is CCYYMM. Sample:

    <MonthClaimed>**201303**</MonthClaimed>

  - The format for entering a date online must be CCYYMM. 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.

If you have questions about this characteristic, please contact:

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

Program Start Date

Characteristic – Enrollment Component

Characteristic System Name
> ProgramStartDate

Definition
> The month, day and year of the first day a student participated in the Dropout Recovery Program.

Use
> This date is used to determine if a student is eligible for Section 23a funding.

Citation

> State School Aid Act, Sections 6(4)(dd) and 23a

Specification

> Date (only); CCYY-MM-DD

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

    > <ProgramStartDate>**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.

    > *Program Start Date: ⓘ   01/25/2013   ▦

- Enter the date that the student first participated in a Dropout Recovery Program.
- If you enter anything other than a date, the system will generate 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.

If you have questions about this characteristic, please contact:

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

Section 25

Component Overview

The Section 25 Component is used to request a pro-rated share FTE for pupils who enrolled into your district between the Fall Pupil Membership and Spring Supplemental count dates.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
First Day In Attendance	Date	1	Required	No	1

When Is This Component Required?

- You must submit this component in order to request a pro-rated share of FTE for pupils who enrolled into your district between the Fall Pupil Membership and Spring Supplemental count dates.
- This component may only be submitted in the Student Record Maintenance Collection. It is not allowed in any other collection.
- When this component is submitted,
  - The total FTE submitted in the student's record (General Ed and Special Ed) must be **greater than 0**.
  - The total FTE submitted in the student's record (General Ed and Special Ed) **cannot be greater than the total FTE submitted in the Fall General Collection**. (SRM Total FTE <= Fall Total FTE)
  - The reported enrollment date must be after the Fall Pupil Membership Count Date.
- You may not submit this component for a student if 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.

First Day in Attendance

Characteristic – Section 25 Component

Characteristic System Name
>   FirstDayInAttendance

Definition
>   The first day a student was in attendance in the submitting district

Use
>   This date is used to determine the amount of FTE being pro-rated.

Citation
>   Section 25e of the State School Aid Act

Specification
>   Date (only); CCYY-MM-DD

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

    <FirstDayInAttendance>**2013-10-28**</FirstDayInAttendance>

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

    *First Day in Attendance: ⓘ   01/25/2013

- 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.
- If you enter anything other than a date, or submit a date outside of this format, the system will generate a file-level error and will reject the file upon upload.
- The reported date must be on or before the As of Date characteristic in the Student Record Maintenance Component.
- The reported date must be on or after the Enrollment Date characteristic in the Enrollment Component.
- The reported date must be after the Fall Pupil Membership count date and prior to the Spring Supplemental count date.
- This characteristic is required when the Section 25 Component is submitted.

Characteristic Tips
- Section 25 requests must be submitted within 30 calendar days of the student transferring into your district or within 30 days after the Fall General Collection certification deadline, whichever is greater. 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.

If you have questions about this characteristic, please contact:

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

Supplemental Nutrition Eligibility

Component Overview

The SNE Component is used to report the student's eligibility for free or reduced-price milk or meals through the National School Lunch Program. 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

When is this component required?

- **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 (first Wednesday in October). Districts may continue to collect applications and determine eligibility status until the collection certification deadline (sixth Wednesday after count day) 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.

- **Early Childhood Collections**

    Submit the SNE Component as part of the record for each child in a school-based Early Childhood program who has been determined to be eligible for free milk or free/reduced-price meals for the current school year. When this component is reported, a School/Facility number is required unless the child is reported in a program affiliated with Head Start. If services are provided in a school building, the School/Facility number should still be reported.

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 and/or the Temporary Assistance to Needy Families program.
    - NOTE: siblings of a foster child or a Medicaid-eligible 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 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 must 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 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.
- CEPI 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

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](#) (http://www.michigan.gov/schoolnutrition).

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. For official e-Rate guidance, visit the Schools and Libraries Division's website or, for Michigan-specific information, visit the MDE Universal Service Fund (e-Rate) website.

- **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.

- **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). Click here to learn more about Michigan School Scorecards.

- **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 the CEPI Graduation and Dropout Information web page.

- **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 and 39 of the State School Aid Act. For more information, please visit the MDE Great Start Readiness Program web page.

- **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, please visit the MDE School Nutrition Programs web page.

Supplemental Nutrition Eligibility

Characteristic – Supplemental Nutrition Eligibility Component

Characteristic System Name

SupplementalNutritionEligibility

Definition

The type of categorical program(s) or service(s) for which the student is eligible

Use

Data reported in this characteristic are used as part of determining the economically disadvantaged subgroup. This subgroup is used by multiple State of Michigan offices for categorical funding allocations and in a multitude of state and federal reports. 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; ESSA, Sec 20; Telecommunications Act of 1996, Sec. 254 (E-rate);

ESSA, 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.

- 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 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:

- o If you have identified the student as homeless (reported during the current school year with the Homeless Component)
- o If the student has been identified in MEDS as eligible for migrant services (your migrant services coordinator should have this information)
- o If the student has been directly certified (included on the Direct Certification Report for the current school year) under SNAP (S), TANF (T), Foster Child Program (F), or Medicaid Free (M). The system will generate a certification-level error when a directly certified student is reported with code "2".

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.

If you have questions about this characteristic, please contact:

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

For questions regarding Section 31A and Title I allocations, contact Judy Thelen, MDE Office of Field Services at ThelenJ8@michigan.gov or 517-335-1266.

For questions regarding Supplemental Nutrition Eligibility, contact the MDE School Nutrition office at MDE-SchoolNutrition@michigan.gov or 517-373-3347.

For questions regarding E-rate, contact Ann-Marie Mapes, MDE Office of Education Improvement and Innovation at mapesa@michigan.gov or 517-335-2775.

For questions regarding Accountability Scorecard Results, contact the MDE Division of Educator, Student, and School Supports at Mde-oeaa@michigan.gov or 877-560-8378.

For questions regarding Perkins Core Performance Indicators, contact Joanne Mahoney, MDE Office of Career and Technical Education at mahonyj@michigan.gov or 517-335-0405.

For questions regarding the reporting of Early Childhood information, please contact the MDE Office of Great Start at 517-373-8483.

Special Education

Component Overview

The Special Education Component is used to collect data related to the student's participation in special education programming or services. 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)*
Plan Date	Date	3	Conditional	No	1
Additional Plan Date	Date	4	Conditional	Yes	3
Type of Plan	List of Values	5	Conditional	No	1
Support Services	List of Values	6	Conditional	Yes	Unbounded (up to 5 per student)*
Program Service Code	List of Values	7	Conditional	Yes	Unbounded (up to 3 per student)*

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Primary Educational Setting	List of Values	8	Conditional	No	1
Placed By Another Dist IEP	Yes/No	9	Conditional	No	1
Special Education Exit Reason	List of Values	10	Conditional	No	1
Special Education Exit Date	Date	11	Conditional	No	1
Section 52 FTE	Decimal	12	Optional	No	1
Section 53 FTE	Decimal	13	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.

When Is This Component Required?

The Special Education Component may only be submitted for students with disabilities who are participating in special education programs or services or students who are receiving their education in a Section 24 Juvenile Detention Facility. When this component is submitted, the record must include one or both of the following:

- The Student Residency characteristic containing code "09".
- A valid code submitted in the Primary Disability characteristic.

Although this component is viewed as optional by 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.

> Reminder: **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 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.)
- Plan Type (this would be IFSP, IEP or Nonpublic Service Plan)
- 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:

- Additional Plan Date
- 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).
- If a child is between 0 and three years of age and is only receiving Michigan Mandatory Special Education, districts may submit this component and omit the Early On Component.

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 date 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 this example, 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 10/01/2016 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 9/30/2016. 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 "10/01/2016" 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 ("10/01/2016") 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 exit date 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 this example, the online Special Education Component would look like the screenshots below.
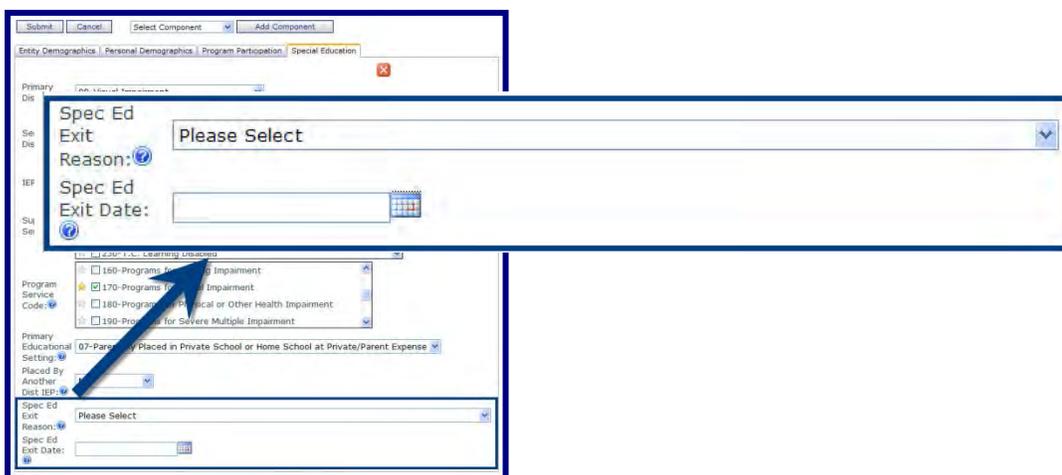
The Special Education section of this student record in the XML file would look similar to this:

```
<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 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 this example, the online Special Education Component would look like the screenshots below.
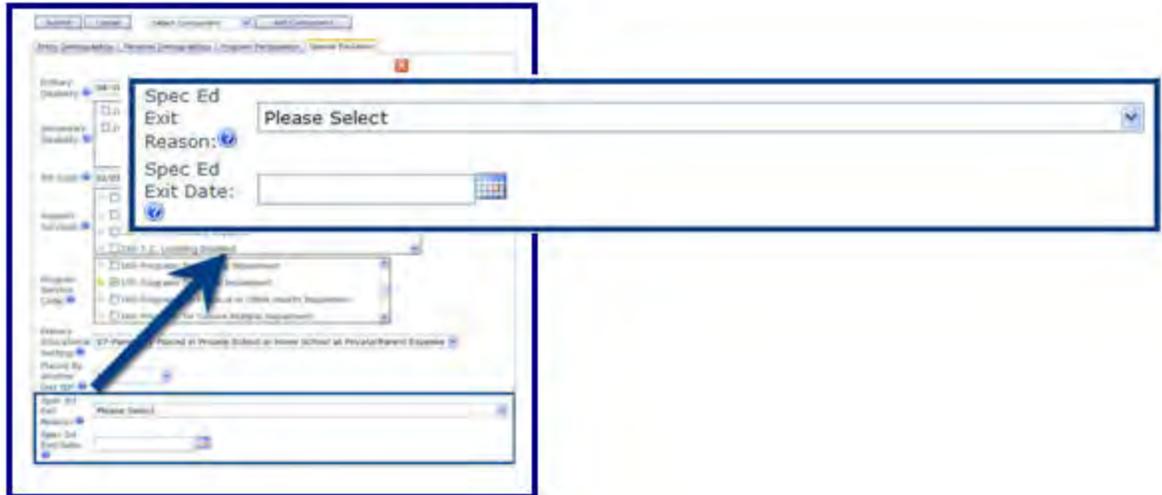
The Special Education section of this student record in the XML file would look similar to this:

```
<SpecialEducation>
        <PrimaryDisability>08</PrimaryDisability>
        <IEPDate>2008-02-03</IEPDate>
        <ProgramServiceCode>170</ProgramServiceCode>
        <PrimaryEducationalSetting>07</PrimaryEducationalSetting>
        <PlacedByAnotherDistIEP>false</PlacedByAnotherDistIEP>
</SpecialEducation>
```

Primary Disability

Characteristic – Special Education Component

Characteristic System Name
PrimaryDisability

Definition
The primary disability identified on the student's IEP as defined by the Michigan Administrative Rules for Special Education.

Use
These data are used for 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.
- 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.

- 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 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, unless it is required by another business rule.

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.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Secondary Disability

Characteristic – Special Education Component

Characteristic System Name
> SecondaryDisability

Definition
> Additional disability characteristics as identified on the vision or audiological report.

Use
> These data are used for 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.
- 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.
- 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.

Characteristic Tip
- Students who are both legally blind and deaf should be reported with two occurrences of this characteristic, one for each code.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Plan Date

Characteristic – Special Education Component

Characteristic System Name

IEPDate

Definition

The date the plan for the student's special education program or services was conducted. This could be the notice/offer of a Free Appropriate Public Education associated with the student's most recent individualized education program, or it could be an Individualized Family Service Plan that is developed by parents and early intervention service providers to meet the special needs of young children, birth to age 3, or 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/IFSP/Nonpublic Service Plan until the new district holds an evaluation and develops a new plan (if a new plan is developed).

Please refer to the MDE Office of Special Education website for further information.

Use

These data are used for IDEA reporting.

Citation

Michigan Administrative Rules for Special Education §§ R 340.1721b and R 340.1754 (a); the Individuals with Disabilities Education Act regulations at 34 CFR §§ 300.323 and 303.324

Specification

Date (only); CCYY-MM-DD

Instructions

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

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

  - o 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.

    IEP Date: 02/28/2009

- This characteristic is required when the Primary Disability characteristic is reported.
- 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.
  - o This message will be displayed when uploading a file with an invalid entry:

  - o 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.
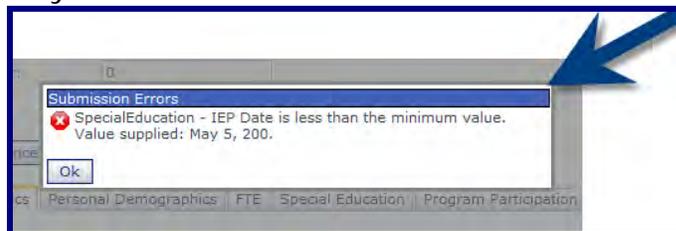
- When a student who was actively participating in special education programs or services at the last district attended enrolls in a new school district:
- The new district immediately implements the student's current individualized education program. **Enter the date of the existing IEP/IFSP/Nonpublic Service Plan from the prior district** (340.1721b(5)).
- The school district implements the student's current 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)).

- When a student who was actively participating in special education programs or services transfers in from another state:
  - o Submit the Initial IEP Component with Result of Initial IEP code "1" (Found Eligible) and the timeliness code of "22".

- o Submit the Special Education Component with the child's primary disability and the Special Education programs and/or services being provided until a new plan can be conducted. Use the date on the out of state plan for the plan date.
  - o Conduct your own evaluation to determine if the student is eligible or not eligible for Special Education within Michigan
  - o Submit the Special Education Component in either the SRM Collection or the next General Collection. Within that submission, report the newer plan 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.
- This characteristic cannot be reported when the Primary Disability characteristic 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 Fall / Spring legislated count date, June 30 (EOY General Collection), or the reported SRM As Of Date characteristic.
- When the student is reported as exiting the district (District Exit Status does not contain code "19" in the Enrollment Component), a warning will be generated if the date submitted in this characteristic is after the student's District Exit Date. (IEP Date > District Exit Date)
- A warning will be generated when the date reported is more than twelve months (one year) prior to the Fall / Spring legislated count date, June 30 (EOY General Collection), or the reported SRM As Of Date characteristic. Dates over one year prior to the system date will also generate a warning message. The IEP must be less than one year old to be in compliance with IDEA requirements.
- 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.

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.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Additional Plan Date

New Characteristic – Special Education Component

Characteristic System Name
> AddPlanDate

Definition
> This field is to capture any additional evaluations or plans that may have been conducted for a student receiving Special Education programs or services since they were last reported. Districts may report up to three additional evaluations.

Use
> These data are used for IDEA reporting.

Citation
> Michigan Administrative Rules for Special Education §§ R 340.1721b and R 340.1754 (a); the Individuals with Disabilities Education Act regulations at 34 CFR §§ 300.323 and 303.324

Specification
> Date (only); CCYY-MM-DD

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

    `<AddPlanDate>`**2009-02-28**`</AddPlanDate>`

  - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
- You may report up to three additional dates.
- Any additional plan dates must be after the last certified plan date in student history and before the current plan date or an error will occur.
- 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.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Type of Plan

Characteristic – Special Education Component

Characteristic System Name
PlanType

Definition
The type of plan a child is receiving services under. This will be either an IEP, an IFSP, or a Non-Public Service Plan.

Use
These data are used for IDEA reporting.

Citation

Michigan Administrative Rules for Special Education §§ R 340.1721b and R 340.1754 (a); the Individuals with Disabilities Education Act regulations at 34 CFR §§ 300.323 and 303.324

Specification
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.
- 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.
- This characteristic is required when the Plan Date characteristic is submitted.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Support Services

Characteristic – Special Education Component

Characteristic System Name
SupportServices

Definition
Services that provide developmental, corrective and other support as required to assist a child with a disability to benefit from special education (support services include related services).

Use
These data are used for 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

Code	Text	Description
290	Speech and Language Impairment	MARSE R340.1745
291	Adapted Physical Education	Instruction in physical education to students with disabilities receiving special education programs/services (pupils whose disabilities preclude integration into regular physical education classes).
310	School Social Worker	MARSE R340.1011–R340.1018. To be counted as a special service, the school social work service must be listed as a service on the student's IEP.
320	School Psychologist	MARSE R340.1151–R340.1158. To be counted as a special education service, school psychological services must be listed as a service on the student's IEP.
360	Occupational Therapy	Occupational therapy deals with improving, developing or restoring functions impaired or lost through illness, injury or deprivation; improving ability to perform tasks for independent functioning when functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function.
370	Physical Therapy	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 students with hearing impairments and school personnel with communication.

Code	Text	Description
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.
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.

Code	Text	Description
491	Special Needs (Adapted Vocational Ed.)	Alteration of a vocational education program is being provided by general education to accommodate different needs of a student with disabilities receiving special education programs/services.
492	Individual Vocational Education	Training programs designed to fit the special interests of a student with disabilities receiving special education programs/services that are generally not available in a general-education vocational program.
493	Community Training/ Vocational Education (Special Education)	Students with disabilities receiving special education programs/services who receive vocational training in a community setting or individual vocational training program at a work site primarily with peers with disabilities receiving special education programs/services.

Instructions
- Choose/enter the code that represents the service being reported.
- 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 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.

Characteristic Tip
- To be counted as a special education service, a service must be part of the evaluation or re-evaluation process or included as services to be delivered as part of the student's IEP or IFSP.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Program Service Code

Characteristic – Special Education Component

Version 1.1, Updated 04/XX/2017

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

Code	Text	Description
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.
- 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.
- 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.
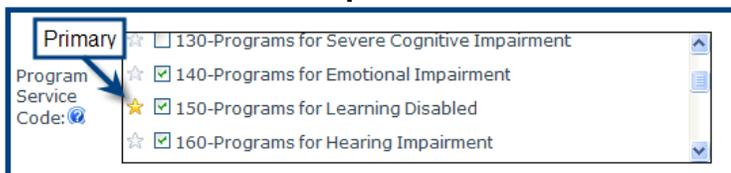
- At least one occurrence of this characteristic must be reported when the student is identified as participating in special education programs (a code is submitted in the Primary Disability characteristic) and the value of the special education FTE reported is greater than zero (Section 52 FTE or Section 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:
  - Students that receive their services under rule 340.1862 and have an active Individualized Family Service Plan
    - These are children birth through age 3.
    - For reporting purposes, these students will be designated as program code "271".
  - Students receiving services under Rule 340.1755 and have an active Individualized Education Plan
    - 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. 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".
  - The "Early Childhood Special Ed Program Designation" staging area and certified report is 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.

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.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Primary Educational Setting

Characteristic – Special Education Component

Characteristic System Name

PrimaryEducationalSetting

Definition

The location or facility type where the student participates in special education programs or services. Codes are categorized by student age. Age is calculated as follows, depending on the collection:

- o Fall General Collection: Pupil Membership count day
- o Spring General Collection: Supplemental count day
- o EOY General Collection: June 30
- o 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 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 through 2 years of age)	Early intervention services are provided in the principal residence of the child's family or caregiver(s).
38	Other Setting	Early intervention services are provided primarily in a setting that is not home or community-based. These settings include, but are not limited to, services provided in a hospital, residential facility, clinic, and early intervention center/class for children with disabilities.

Code	Text	Description
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:

- o Regular kindergarten classes;
- o 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);
- o 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);
- o 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.
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.

Code	Text	Description
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. For codes 02, 03, 05, 06 and 07, placement is outside the general education building. For codes 11–13, placement is within the general education building.

Code	Text	Description
02	Public or Private Special Education School Building at Public Expense	The student receives 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.
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.
- 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.

- 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:
  - o 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.
  - o 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.

Characteristic Tip
- When a student receives special education programs or services in multiple settings, report the setting in which the student spends the most time. Remember, time spent in a primary educational setting is not related to special education membership (Section 52 FTE or Section 53 FTE reported in the Special Education Component and in the General Ed FTE reported in the General Education FTE Component).

If you have questions about this characteristic, please contact:

Birth through 2 years of age: Vanessa Winborne, MDE Office of Great Start at WinborneV@michigan.gov or 517-335-4865

3 through 5 years of age: MDE Office of Great Start at 517-373-8483

6 to 26 years of age: Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Special Education Exit Reason

Characteristic – Special Education Component

Characteristic System Name
SpecEdExitReason

Definition
The reason the student is no longer participating in special education programs or services.

Use
These data are used for tracking and for NCLB and IDEA reporting.

Citation
State School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 618)

Specification
List of values (choose from list)

Code	Text	Description
30	The IEP or IFSP team determined the child or student is no longer eligible for special education programs or services	The child or student was exited from special education programs and/or services after the IEP or IFSP team determined that s/he no longer met the criteria to be eligible for special education programs or services.
31	Parent/Guardian withdrew or revoked consent for a child or student to receive special education programs and/or services	The child or student was exited from special education programs or services because his/her parent/ or guardian revoked his/her consent withdrew or revoked consent and received written notice for the child or student to discontinue special education eligibility and associated participate in special education programs and/or services.

Instructions
- Choose/enter the code that represents exit reason being reported.
- 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 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.

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.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Special Education Exit Date

Characteristic – Special Education Component

Characteristic System Name
SpecEdExitDate

Definition
The month, day and year of the first day after the date a student last participated in special education programs or services because of the reason reported in Special Education Exit Reason.

Use
These data are used for tracking and for NCLB and IDEA reporting.

Citation
State School Aid Act, MCL 388.1619; Individuals with Disabilities Education Act, 20 USC 1400 (PL 108-446 Sec. 1418; Perkins IV (P.L. 109-270)

Specification
Date (only); CCYY-MM-DD

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

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

  - The recommended format for entering a date online is MM/DD/CCYY. The system will accept most common formats; however, if you encounter problems, switching to the recommended format should resolve them.
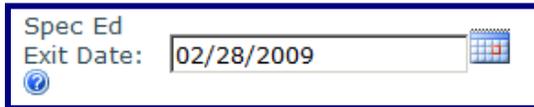
    Spec Ed
    Exit Date: | 02/28/2009

- 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 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.

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).

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Placed by Another District IEP

Characteristic – Special Education Component

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 "center program" is defined in Section 6(1) of the State School Aid Act. "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)).

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 ESSA and IDEA reporting.

Citation

Individuals with Disabilities Education Act, 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)

   o   Yes/No (online entry)

Instructions

- Choose/enter the selection that represents the student's status for being placed in the special education program or service by an IEP from a district other than the reported Operating District.
- The district responsible of Free Appropriate Education who places a student in another district for special education programs or services should submit a "No" in this field. The district the student is sent to for the program or service, that is not the district responsible for FAPE, should submit a "Yes".
- The online Special Education Component would look like the screenshots below.
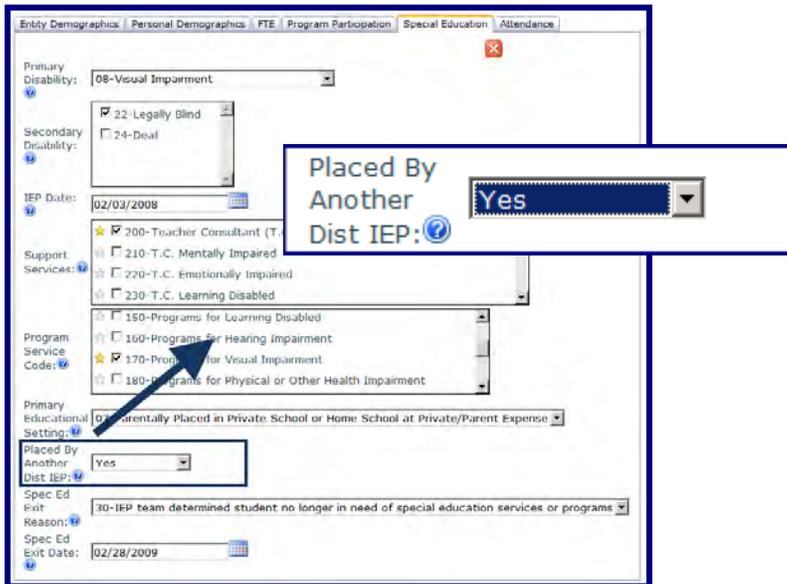
The Special Education section of this student record in the XML file would look similar to this:

```
<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 this characteristic is reported with Yes/True, 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.

Characteristic Tip
- The placement of an out-of-district student was an IEP placement decision by the resident district in cooperation with the operating district. This field does not apply to students who moved into the district or who come into a school district by school-of-choice programs.

If you have questions about this characteristic, please contact:

Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Section 52 FTE

Characteristic – Special Education Component

Characteristic System Name
> Section52FTE

Definition
> The full-time equivalency for which the student is eligible for special education programs or services provided only to students with disabilities who do not qualify for Section 53 membership. (See Section 53 FTE for more information.)
>
> For more detailed FTE information, please refer to the 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
> State 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
>
> > o Minimum value: 0.00
> >
> > o Maximum value: 1.00

Instructions

- Enter the full-time equivalency for which the student is eligible for special education instructional instruction in grades K–12.
- If Section 53 FTE contains a value greater than zero (0.00) this characteristic must be blank or if reported, cannot contain a value other than "0.00".
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 52 FTE = > 0.00 and = < 1.00). Do not submit a negative value.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE < = 1.00).
- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the Resident LEA Number characteristic in the Personal Demographics Component.
- When the reported in this characteristic is greater than zero (0.00), then:

- o The Student Residency characteristic must contain code "09" OR the Primary Disability characteristic must contain a valid code.
        - o The student must be younger than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
        - o The student's Enrollment Date must be on or prior to the legislated count date (Enrollment Date <= count date).
        - o The reported school or facility must be open (according to EEM) as of the legislated count date.
        - o District Exit Status must be "19" and the District Exit Date must be blank.
    - The reported value in this characteristic must equal zero (0.00) in the following conditions. Otherwise, an error will occur:
        - o 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".
        - o 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".

Characteristic Tip

- If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE Component as well as in the General Education FTE Component.

If you have questions about this characteristic, please contact:

Dianne Easterling, MDE Office of Special Education at EasterlingD@michigan.gov or 517-335-0459

Section 53 FTE

Characteristic – Special Education Component

Characteristic System Name
> Section53FTE

Definition
> The full-time equivalency for which the student is eligible for special education programs or services, provided only to students with disabilities who qualify for Section 53 membership 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
> State 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

> o   Minimum value: 0.00
> o   Maximum value: 1.00

Instructions

- Enter the full-time equivalency for which the student is eligible for special education instructional in grades K–12.
- If Section 52 FTE contains a value greater than zero (0.00) this characteristic must be blank or if reported, cannot contain a value other than "0.00".
- If the total value of submitted FTE for the student is greater than zero (General Education FTE + Section 52 FTE + Section 53 FTE > 0.00), then you must submit a valid code in the characteristic Resident LEA Number in the Personal Demographics Component.
- The reported value must be equal to or greater than zero but no greater than 1.00 (Section 53 FTE = > 0.00 and = < 1.00). Do not submit negative values.
- You may submit either tenths or hundredths, as long as you are consistent in the use of either one.
- The total value of submitted FTE for the student may not exceed 1.00 (General Education FTE + Section 52 FTE + Section 53 FTE < = 1.00).
- When the reported value in this characteristic is greater than zero (0.00), then:
    - The record must include a valid code in the Primary Disability characteristic in the Special Education Component.
    - The student must be less than twenty-six years of age (Student's age < 26) as of September 1 of the current school year.
    - The student's Enrollment Date must be on or prior to the legislated count date (Enrollment Date <= count date).
    - The reported school or facility must be open (according to EEM) as of the legislated count date.
    - District Exit Status must be "19" and the District Exit Date must be blank.
- The reported value in this characteristic must equal zero (0.00) in the following conditions:
    - If the code reported in Student Residency characteristic contains code "09" or "12".
    - If the student is eight years of age or older (Student's age = > 8) on the legislated count date and the Grade Or Setting characteristic contains code "30".
    - If the student's cohort status is "Graduated".
- A warning will occur when the student's cohort status is "Other Completer" and the FTE reported is greater than 0.00.
- 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".

Characteristic Tip

- If you fail to submit FTE in the record of a student, you will receive no foundation payment for that student. You may submit FTE data in the Special Education FTE Component as well as in the General Education FTE Component.

If you have questions about this characteristic, please contact:

Dianne Easterling, MDE Office of Special Education at EasterlingD@michigan.gov or 517-335-0459

Student Course

Component Overview

The Student Course Component is used to connect teacher and student data via the courses students take during the school year. These data include the student's completion status for each course and in some cases, 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.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Subject Area Code	List of Values	1	Required	No	1
Course Identifier Code	Numeric	2	Conditional	No	1
Local Course ID	Text	3	Required	No	1
Local Course Title	Text	4	Required	No	1
Course Section ID	Text	5	Conditional	No	1
MSIX Course Section ID	List of Values	6	Conditional	No	1
Course Type	List of Values	7	Required	No	1
Academic Year	List of Values	8	Optional	No	1
Credits Granted	Decimal	9	Conditional	No	1
Course Grade	Text	10	Conditional	No	1
Completion Status	List of Values	11	Required	No	1
MSIX Clock Hours	Numeric	12	Conditional	No	1

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
PIC	Numeric	13	Conditional	Yes	3
Virtual Method	List of Values	14	Optional	No	1
Mentor PIC	Numeric	15	Conditional	Yes	3
College Credit	Numeric	16	Conditional	No	1

End-of-Year General Collection

There is a period of time where the Ongoing TSDL Collection and the End-of-Year General Collection are both open at the same time. As some of the TSDL Collection reports look at data for your district over the entire school year, we suggest that your district's EOY General Collection be certified prior to final certification of your TSDL Collection (exception for district 84050). This helps ensure data are accurately reflected in TSDL reports after the school year is over.

Update, add or remove TSDL courses

Update: To effectively update course data in the TSDL, the characteristics identifying a unique course MUST match. When a student record is submitted and certified for a unique course, the course information will UPDATE. The characteristics within the Student Course Component that are used to identify a unique course are: UIC, Operating District, Local Course ID, Course Section ID, Academic Year.

Add: If the original student course record submitted and the new record course submitted do not match EXACTLY, the original course will remain unchanged and a new course will be ADDED.

Remove: If the original student course is submitted in error, another record should be submitted with the "ER" (Submitted in Error) completion status. A new Student Course record can be submitted with the corrected information after the submission of the "ER" record. Any course submitted with the "ER" completion status will not be used.

Please Note:

• When multiple records have been reported for a unique course, the data reported in the most recently certified record will be used for all reporting purposes.

• The above guidance applies to courses that have been certified in the TSDL Collection.

• Since TSDL is an ongoing collection, if you upload a new file before certifying courses that already exist in staging, the new uploaded file will replace all courses that were in staging.

Subject Area Code

Characteristic – Student Course Component

Characteristic System Name
SubjectAreaCode

Definition
The NCES SCED code representing the subject area of the course in which the student participated at some point during the school year.

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

Citation
Title XIV of Division A of ARRA of 2009, Revised School Code, MCL 380.1249

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.

Code	Subject Area	Description
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.
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

Code	Subject Area
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
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.
- If you enter anything other than the codes listed above, the system will generate a file-level error and reject the file upon 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.

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.

If you have questions about this characteristic:

Please review MDE's Guidance on Course Reporting (Special Ed) for assistance with determining codes for special education courses. If you still have questions, please contact Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504

Please review MDE's Guidance on Course Reporting for assistance with determining codes for regular education courses. If you still have questions, please contact Gregg Dionne, MDE Office of Education Improvement and Innovation at DionneG@michigan.gov or 517-241-4285

You may also contact CEPI customer support for assistance.

Course Identifier Code

Characteristic – Student Course Component

Characteristic System Name
CourseIdentifierCode

Definition
The NCES SCED code representing the course identifier code of the course in which the student participated at some point during the school year.

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

Citation
Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

Specification
List of values (choose from lists)

Course Identifier Codes are available the National Center for Educational Statistics publications listed below:

- o NCES SCED Prior-to-Secondary Codes
- o 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.

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.

If you have questions about this characteristic:

Please review MDE's Guidance on Course Reporting (Special Ed) for assistance with determining codes for special education courses. If you still have questions, please contact Jessica Brady, MDE Office of Special Education at BradyJ@michigan.gov or 517-373-7504.

Please review MDE's Guidance on Course Reporting for assistance with determining codes for regular education courses. If you still have questions, please contact Gregg Dionne, MDE Office of Education Improvement and Innovation at DionneG@michigan.gov or 517-241-4285.

You may also contact CEPI customer support for assistance.

Local Course ID

Characteristic – Student Course Component

Characteristic System Name
LocalCourseID

Definition
The code assigned by the educating entity to identify a particular course.

Use
These data are used to uniquely identify local courses. The purpose is to allow the district to send student record updates for unique courses (e.g., interim grade, followed by final grade), and when receiving data back from the State, to connect the data with a given student, teacher and course.

Citation
Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

Specification
Text (free form) – Maximum Length of 250 characters

Instructions
- This characteristic is required when the Student Course Component is submitted.

Characteristic Tip
- When a district's Local Course ID does not uniquely identify a course, this characteristic should be used in conjunction with the Course Section ID to uniquely identify the course.

If you have questions about this characteristic, please contact:

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

Local Course Title

Characteristic – Student Course Component

Characteristic System Name
LocalCourseTitle

Definition
The title assigned by the educating entity to identify a 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; Revised School Code, MCL 380.1249

Specification
Text (free form) – Maximum Length of 250 characters

Instructions
- This characteristic is required when the Student Course Component is submitted.

If you have questions about this characteristic, please contact:

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

Course Section ID

Characteristic – Student Course Component

Characteristic System Name
> CourseSectionID

Definition
> This characteristic is used by educating entities when the Local Course ID alone cannot uniquely identify a given course.

Use
> These data are used to assist in uniquely identify local courses. The purpose is to allow the district to send student record updates for unique courses (e.g., interim grade, followed by final grade), and when receiving data back from the State, to connect the data with a given student, teacher and course.

Citation
> Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

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.

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).

If you have questions about this characteristic, please contact:

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

MSIX Course Section ID

New Characteristic – Student Course Component

Characteristic System Name
MSIXCourseSectionID

Definition
The MSIX Course Section ID describes the duration of the course taken for migrant students. A full year is a course that lasts the full school year. If a course is divided into two sections, the first of the two sections is section A, the second of the two sections is section B.

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

Citation
ESSA 34 CFR § 200.85

Specification
List of values (choose from list)

Code	Text	Description
01	Full Year	This is a full school year course.
02	Section A	The first of two equal segments into which the course is divided.
03	Section B	The second of two equal segments into which the course is divided.

Instructions
- This characteristic must be reported for migrant students if the course duration meets one of the above criteria. If none of the options are appropriate, the characteristic may be omitted, and the Term Type characteristic in EEM will be used for reporting.
- This characteristic is not required for non-migrant students.
- 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, unless required by another business rule.

If you have questions about this characteristic, please contact:

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

Course Type

Characteristic – Student Course Component

Characteristic System Name
> CourseType

Definition
> The two-digit code for the course type.

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

Citation
> Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

Specification
> List of values (choose from list)

Code	Text	Description
01	Regular (Default)	A course providing instruction (in a given subject-matter area) that focuses primarily on general concepts for the appropriate grade level.
02	Honors	An advanced-level course designed for students who have earned honors status according to educational requirements.
03	Pre-Advanced	A course in preparation to admission to an AP Program.
04	Advanced Placement	An advanced, college-level course designed for students who achieve a specific level of academic performance. Upon successful completion of the course and a standardized Advanced Placement examination, a student may receive college credit.
05	International Baccalaureate	A course that is in the International Baccalaureate program. This program offers international education that develops the intellectual, personal, emotional, and social skills needed to live, learn, and work in a rapidly globalizing world.
06	Not Applicable	There is no applicable course type.

Code	Text	Description
07	Dual Enrollment	A course in which a student may earn post-secondary (college) credit. Generally, these courses are taught by a post-secondary instructor at an institution of higher education, such as a community college or university.
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.
- 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.
- This characteristic is required when the Student Course Component is submitted.
- If a student is an International Baccalaureate participant in any grade, then Course Type "05" should be reported.
- When the Course Type is "02" or "03", the student should be reported in grades 7 – 12.
- When the Course Type is "04", "07" or "10", the student must be reported in grades 9 – 12.
- When the Course Type is "07" or "10", the College Credit and Credits Granted characteristics must be submitted.
- When the Course Type is "07" and the Completion Status is "CP", then the College Credit characteristic or the Credits Granted characteristic must have a value greater than "0".
- When reporting post-secondary courses, use code "07" (Dual Enrollment) unless the course is eligible to be submitted for the Section 64b Incentive program. In that event, use code "10" (64b Dual/Concurrent Enrollment Course).
- When the Course Type is "10", the College Credit characteristic must have a value greater than "0".
- When the Course Type is "10" and the Completion Status is "CP", then the Credits Granted characteristic must have a value greater than "0".
- Claims for 64b incentive funds for eligible students must be submitted with Course Type "10". Additionally, you must complete all required characteristics including College Credit and Completion Status. If the course is completed and passed, the Credits Granted characteristic must have a value greater than "0". It is recommended to submit all 64b eligible courses with Course Type "10". MDE will determine which 64b course that will be applied to the districts funding for 64b. The one course per student that grants the most college credit (3 credits maximum) and funding will be the course that is applied to the overall 64b funding per school district. Each

student is only eligible to receive funds up to 3 credit hours, but only one course will receive the funding.

If you have questions about this characteristic, please contact:

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

Academic Year

Characteristic – Student Course Component

Characteristic System Name
> AcademicYear

Definition
> The academic year for the student course being reported.

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

Citation
Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

Specification
> List of values (choose from list)

Code	Text	Description
2016-2017	2016-2017	The academic year beginning July 1, 2016 and ending June 30, 2017.
2017-2018	2017-2018	The academic year beginning July 1, 2017 and ending June 30, 2018.

Instructions
- This characteristic is not required when reporting courses for the 2017-2018 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.

Characteristic Tip
- When reported, this characteristic should be the academic year in which the student last attended the course.

If you have questions about this characteristic, please contact:

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

Credits Granted

Characteristic – Student Course Component

Characteristic System Name
CreditsGranted

Definition
The Carnegie unit of credits granted to a student for completing the course or section of the course being reported. A course meeting every day for one period of the school day over the span of a school year offers one Carnegie unit. Thus, a Carnegie unit is a measure of "seat time" rather than a measure of attainment of the course objectives. Credit for a given course can vary from school district to school district. This characteristic is only required for Migrant-eligible and dual-enrolled students.

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

Citation
Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

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.

Characteristic Tip
- Report credits granted when the student has completed the course and is granted credit.

If you have questions about this characteristic, please contact:

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

Course Grade

Characteristic – Student Course Component

Characteristic System Name
CourseGrade

Definition
The grade the student received for completing the course being reported. These should be board approved grades. The grade reported is that as would be reported on the student's academic record for the course. This characteristic is required for Migrant-eligible students and optional for all other students.

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

Citation
- Title XIV of Division A of ARRA of 2009
- Revised School Code, MCL 380.1249
- ESSA 34 CFR § 200.85

Specification
- Free-form text; accepts both alpha and numeric characters
  - Maximum length: 25

Instructions
- Upon completion of a course, enter the grade which best represents the final grade the student received for the course you are reporting.
- 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" is reported. "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.
- For all migrant students, report the percentage (from 0 to 100, rounded to the nearest whole number) of student performance for the grade-to-date.
- 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.

Characteristic Tips

- Any grade that would be reported on a student's academic record should be reported, even if it is considered non-traditional.
- Full-year courses broken-down into sections (e.g., semesters) that are reported with section grades and no final combined grade should be reported

in TSDL as separate courses with each section grade as reported on the student's academic record.

If you have questions about this characteristic, please contact:

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

Completion Status

Characteristic – Student Course Component

Characteristic System Name
> CompletionStatus

Definition
> The student's final status for the course being reported.

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

Citation
> Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

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.

Code	Text	Description
CF	Completed/ Failed	The student completed the course but did not meet the minimum expectations for passing.
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	The student was passing the course as of the date of withdrawal or exit.
WF	Withdrawn/ Failing	The student was failing the course as of the date of withdrawal or exit.
I	Incomplete	At the time of this reporting, the student must meet additional requirements to receive a grade or credit for the course.
ER	Submitted in Error	This status allows districts to mark a record that was submitted in error in a previous certified collection of 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 "ER", there must be a previously submitted matching record that was submitted within the current school year, district, building, and student.
- All courses reported at any time in the school year with code "OE" need to be updated to show the final status of the courses.

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.

If you have questions about this characteristic, please contact:

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

MSIX Clock Hours

New Characteristic – Student Course Component

Characteristic System Name
MSIXClockHours

Definition
For migrant students whose courses have not been completed (or credit granted), the number of clock hours to date that the student has completed.

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

Citation
ESSA 34 CFR § 200.85

Specification
- Whole number (Integer)
    - Minimum length: 1
    - Maximum length: 3
    - Minimum value: 0
    - Maximum value: 600

Instructions
- Enter the number of clock hours to date a migrant student has completed.

- This characteristic must be completed for all migrant students when a course is not completed. In other words, if a course has a completion status other than "CP", "CF", "ER", "OE" or "CS". This characteristic is optional in all other cases.

If you have questions about this characteristic, please contact:

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

PIC

Characteristic – Student Course Component

Characteristic System Name
PIC

Definition
The Personnel Identification Code, as assigned in the Registry of Educational Personnel Application, for each teacher responsible for some or all of the instruction of the course being reported.

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

Citation
Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

Specification
- Numeric Text
    - Maximum Length: 10
    - Maximum of 3 PICs per course may be reported

Instructions
- This characteristic must be reported when the Student Course Component is reported, except for the following:
    - This course is dual enrollment (Course Type 07) or 64b Dual/Concurrent Enrollment (Course Type 10).
    - 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 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.

Characteristic Tips

- Refer to the REP Crosswalk for assistance in matching SCED codes to the appropriate REP assignment codes.
- 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.
- A Teacher of Record must be reported for each of the student's courses, including virtual learning courses. The TOR for a course must be certified and highly qualified in the subject area. They have responsibility for providing instruction and determining grades/evaluating student progress. The TOR may be employed by the student's local district or by the course provider, which may be another district or virtual learning provider, such as Michigan Virtual. Some courses may have more than one TOR. You may report up to three teachers per course record. Only courses identified as dual enrollment (Course Type "07" or "10") may be reported without at least one TOR.

If you have questions about this characteristic, please contact:

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

Virtual Method

Characteristic – Student Course Component

Characteristic System Name

VirtualMethod

Definition

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; Revised School Code, MCL 380.1249

Specification

List of values (choose from list)

Code	Text	Definition
BL	Blended Learning	A hybrid instructional delivery model where pupils are provided content, instruction, and assessment at a supervised educational facility where the pupil and teacher are in the same physical location and in part through internet-connected learning environments with some degree of pupil control over time, location and pace of instruction. For a course to be considered blended, at least 30% of the course content is delivered online.
DL	Digital Learning	A course of study that is capable of generating a credit or a grade that is provided in an interactive internet-connected learning environment that does not contain an instructor within the online environment itself. There may be a teacher of record assigned to the course, but this teacher does not provide instruction to students through the online environment. For a course to be considered online as opposed to blended, all (or almost all) the course content is delivered online.
NV	Not Virtual	Provided as an option for districts whose student record systems cannot easily exclude this characteristic.

Code	Text	Definition
OC	Online Course	A course of study that is capable of generating a credit or a grade that is provided in an interactive internet-connected learning environment, where pupils are separated from their teachers by time or location, or both. For a course to be considered online as opposed to blended, all (or almost all) the course content is delivered online.

Instructions
- Choose/enter the code that best represents the type of virtual course.
- 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.
- This characteristic is only required to be reported if it is a virtual course.
- When the code reported in the School Facility characteristic is identified in the Educational Entity Master as a Cyber School or Full Virtual School, the following rules apply:
    - This characteristic cannot be reported with "NV", otherwise a record-level error will occur, unless the course is a dual enrollment course submitted with Course Type "07" or "10".
    - All courses must be reported with "BL," "DL" or "OC", otherwise an error will be generated during the quality review process.
- Schools or facilities that are identified as Virtual in the EEM, even if they are Face Virtual or Supplemental Virtual, should be reporting courses 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.

Characteristic Tip
- This characteristic is not required to be reported if the course has no virtual instruction.

If you have questions about this characteristic, please contact:

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

Mentor PIC

Characteristic – Student Course Component

Characteristic System Name
MentorPIC

Definition
A mentor teacher may be reported as the teacher of record for virtual delivery courses.

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

Citation
Title XIV of Division A of ARRA of 2009; Revised School Code, MCL 380.1249

Specification

- Numeric Text
    - Maximum Length: 10
    - Maximum of 3 PICs per course may be reported

Instructions
- This characteristic may only be reported when the VirtualMethod characteristic is reported.
- The PIC number(s) must be valid in the Registry of Educational Personnel. Leading zeros are not permitted.
- A PIC number may only be used once per characteristic. You may not have duplicate PIC numbers within this characteristic.
- 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.

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.
- A mentor is a professional employee of the district who monitors the pupil's progress, ensures the pupil has access to needed technology, is available for assistance, and ensures access to the teacher of record. A mentor may also serve as the teacher of record if the mentor meets the definition of a teacher of record.
- If the mentor is simply facilitating and not teaching the online course, he/she does not need to be certified or highly qualified in the subject; however, a teacher of record must be assigned to the student/course. NOTE: When a

teacher is responsible for both the teacher of record and mentor roles, his/her PIC must be reported in both the PIC and Mentor PIC characteristics.

If you have questions about this characteristic, please contact:

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

College Credit

Characteristic – Student Course Component

Characteristic System Name
CollegeCredit

Definition
The amount of credit hours associated with the course. Report a number from 0 to 10 representing the number of credits assigned to each post-secondary (college) level course the student attempted.

Use
MDE and CEPI use these data for state reporting requirements and calculating 64b incentive payments.

Citation
State School Aid Act, MCL 388.1664b

Specification
- Whole Number (Integer)
  - Minimum Value: 0
  - Maximum Value: 10

Instructions
- When the student has attempted credit for the course, enter the credit value the student is attempting for 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.
- When the reported Course Type is "07" or "10", the College Credit characteristic must be submitted.
- 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.

If you have questions about this characteristic, please contact:

Chris May, MDE Office of State Aid and School Finance at MayC@michigan.gov or 517-335-1263

Student Record Maintenance

Component Overview

The Student Record Maintenance Component is used in the SRM Collection to identify the time period the data reported in the student record became effective. As a result, current school or program year data for the student can be updated or future changes (within the current school or program year) can be reported.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
As of Date	Date	1	Required	No	1

When Is This Component Required?

This component must be submitted as part of the SRM Collection.

What Date Should Be Used for the "As of Date"?

The "As of Date" should be reported as the date on which the change occurred. When submitting multiple changes, use the most recent date. The "As of Date" must fall within the student's period of enrollment. Therefore, if you are reporting a student exit, the "As of Date" must be the same as the exit date. The date submitted must also be on or after the count date of the previous collection and prior to the count date of the next General Collection.

As of Date

Characteristic – Student Record Maintenance Component

Characteristic System Name
    AsOfDate

Definition
    The month, day and year that the data reported in the student record became effective.

Use
    These data are used to record the time period for which data are being reported.

Citation
    These data are necessary for historical reference and longitudinal data analysis.

Specification
    Date (only); CCYY-MM-DD

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

> <AsOfDate>**2010-03-15**</AsOfDate>

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

> *As Of Date: ⓘ   03/15/2010   🗓

- 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 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)

- o 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)
  - o During the Graduation Rate Appeals Window (mid-July thru mid-September): may be any time during the school year.
  (September 1 >= As of Date <=August 31)
- The date reported must be on or before today's date; future dates are not allowed.

Characteristic Tip

- The As of Date may be a past date, but must be within the period of enrollment for the student in the educating entity and within the current school year.

If you have questions about this characteristic, please contact:

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

Submitting Entity

Component Overview

The Submitting Entity Component is used to identify the entity that is responsible for the data being reported. If the data are submitted in a collection that requires certification, this is the entity that is responsible for the data certification.

Characteristic Table

Name	Data Type	Sequence	System Expectation	Multi-valued	Max. Occurrences
Submitting Entity Type Code	List of Values	1	Required	No	1
Submitting Entity Code	Text	2	Required	No	1

When Is This Component Required?

This component is required on all student records in every collection. The collection staging area to which the record belongs is identified by the submitting entity.

Submitting Entity Type Code

Characteristic – Submitting Entity Component

Characteristic System Name
SubmittingEntityTypeCode

Definition
This code is used by the system to identify which type of entity code will be reported in the Submitting Entity Code characteristic.

Use
Entity codes in EEM are unique within type categories. This characteristic identifies which category the system uses for validation of the submitting entity and to confirm user entity permissions.

Citation
State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification
List of values (choose from list)

Code	Text	Description
A	Agreement Number	The agreement number (formerly referred to as the recipient code) is used by the Office of School Support Services of the Michigan Department of Education. 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.

Characteristic Tip
- When the submitting entity has both an agreement number and a district code, report the district code with the record.

If you have questions about this characteristic, please contact:

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

Submitting Entity Code

Characteristic – Submitting Entity Component

Characteristic System Name

SubmittingEntityCode

Definition

The state-assigned five- or nine-digit code from EEM of the entity responsible for the certification (if applicable) of the collection. Generally, this is the entity receiving funding. It may or may not be the entity that is directly providing education services to the student. The Educational Entity Master can be found on the CEPI website.

Use

These data are used for tracking and reporting purposes.

Citation

State School Aid Act, MCL 388.1606(4), 388.1606a, 388.1606b, 388.1617b, 388.1619, 388:1625, 388.1701, 388:1705, 388.1705c, 388.1706, 388.1709, 388.1763a; ESSA, 20 USC 6311

Specification

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

- o Minimum length: 5
- o 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:
  - o "A", then the code reported in this characteristic must be a valid agreement number (nine-character).
  - o "B", then the code reported in this characteristic must be a valid building-level code (five-digit).
  - o "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.

Characteristic Tip

- When the submitting entity has both an agreement number and a district code, report the district code with the record.

If you have questions about this characteristic, please contact:

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

Title I TAS

Component Overview

The Title I TAS Component is used to collect data for students who participate in one or more instructional service(s) provided in whole or in part with Title I funds as part of a Targeted Assistance Schools program. NOTE: Student participation in Title I Schoolwide programs is collected via the Michigan Electronic Grants System.

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.

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.

TAS Instructional Services

Characteristic – Title I TAS Component

Characteristic System Name
TASInstructionalServices

Definition
The Title I instructional service(s) received by the student in a Targeted Assistance Schools program. Include only those instructional services provided in whole or in part with Title I funds. Schoolwide programs are collected via Michigan Electronic Grants System.

Use
These data are used for ESSA Title I reporting.

Citation
ESSA, 20 USC 6315

Specification
List of values (choose from list)

Code	Text	Description
6011	Reading/Language Arts	Supplemental instruction provided to the student in reading or language arts and funded by Title I.
6012	English (ESL) for LEP Students	Supplemental instruction provided to an English-language learner (ESL, LEP) to improve 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.

- If you submit anything other than one of the codes listed above, the system will generate a file-level error and the file will be rejected upon upload.
- 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.

If you have questions about this characteristic, please contact:

Judy Thelen, MDE Office Field Services at ThelenJ8@michigan.gov or 517-335-1266

TAS Support Services

Characteristic – Title I TAS Component

Characteristic System Name
TASSupportServices

Definition
The Title I support service(s) received by the student in a Targeted Assistance Schools program. Include only those support services provided in whole or in part with Title I funds. Schoolwide programs are collected via the Michigan Electronic Grants System.

Use
These data are used for ESSA Title I reporting.

Citation
ESSA, 20 USC 6315

Specification
List of values (choose from list)

Code	Text	Description
6021	Supporting Guidance/Counseling	A certified school counselor providing additional supplementary guidance and counseling to eligible students.
6022	Social Work, Outreach/Advocacy	A certified school social worker hired to provide one-on-one or small group supplementary support.
6023	Prevention Education	A supplementary support program approved in the Consolidated Application.
6024	Health	A school nurse hired to provide supplemental health services; does not include immunization, medication or health checks.
6025	Dental	Only as all other resources are exhausted.
6026	Eye Care	Only as all other resources are exhausted.
6027	Pupil Transportation	Only for Title I program and services.
6028	Other	TAS service that does not fall within one of the other categories.

Instructions
- Choose/enter the code that represents the support service the student receives.

- If you submit anything other than one of the codes listed above, the system will generate a file-level error and the file will be rejected upon upload.
- 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.

If you have questions about this characteristic, please contact:

Judy Thelen, MDE Office Field Services at ThelenJ8@michigan.gov or 517-335-1266

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)

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 _____

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)

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)

☐ 1

Date Assessment Completed (mm/dd/yy)

⓪⓪⓪⓪⓪⓪
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⑨⑨⑨⑨⑨⑨

○ 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)

☐ 7
☐ 8
☐ 9
☐ 10
☐ 11
☐ 12
☐ 13
☐ 14
☐ 15
☐ 16
☐ 17
☐ 18
☐ 19
☐ 20
☐ 21
☐ 22
☐ 23

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?
Ⓨ Yes
Ⓝ No

Acquiring and Using Knowledge and Skills

☐ 35
☐ 36
☐ 37
☐ 38
☐ 39
☐ 40
☐ 41

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?
Ⓨ Yes
Ⓝ No

Taking Appropriate Action to Meet Needs

☐ 56
☐ 57
☐ 58
☐ 59
☐ 60
☐ 61
☐ 62

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?
Ⓨ Yes
Ⓝ 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.

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.
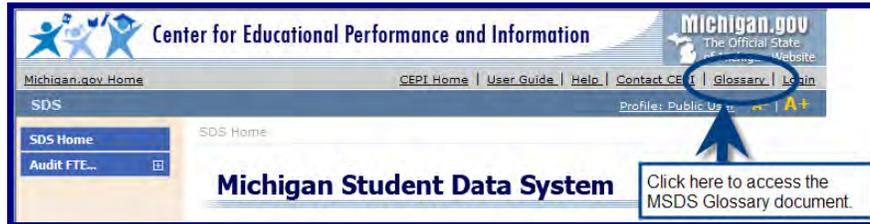
Accountability Scorecard Results

Accountability Scorecard results are a cornerstone of the federal *Every Student Succeeds Act*. In Michigan, Scorecard results measures year-to-year student achievement by using the Michigan Student Test of Educational Progress. 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 Michigan School Scorecards website.

Aggregate Data

Data that are reported in the aggregate are data for whole populations (for example, by district or by building). Data that are reported by specific subgroups of students such as gender, race and ethnicity, socioeconomic status, mobility, special education and disability, English as a second language and advanced placement, are sometimes noted as disaggregated data.

Agreement Number

The agreement number (formerly referred to as the recipient code) is used by the Michigan Electronic Grant System and the Grants Coordination and School Support Office of the Michigan Department of Education. This number is stored in the 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/included with 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

The term used to describe a field that accepts a "yes/no" or "true/false" value.

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*.

Business Rules

Business rules refer to validation and quality assurance requirements specific to a characteristic. These rules are used to "error check" at both the file and record levels.

Carl D. Perkins Vocational and Technical Education Act

The Carl D. Perkins Vocational and Technical Education Act aims to increase the quality of technical education within the United States in order to help the economy. For more information, please visit the MDE Office of Career and Technical Education and Michigan's Perkins Federal Programs.

Center for Educational Performance and Information

CEPI was created as an independent state agency by Executive Order 2000-9 in 2000, and was moved into the Office of the State Budget by Public Act 191 of 2001. CEPI collects, manages and reports data about K-12 public schools in Michigan.

Certificate of Eligibility

The Michigan Department of Education is required to document every migrant child's eligibility for the Migrant Education Program on the national Certificate of Eligibility created by the U.S. Department of Education. The COE serves as the official record of the MDE's eligibility determination for each individual child. Additional information about MDE's Migrant Education Program can be found on the MDE website.

Certification

Certification is the process wherein a responsible authorized user reviews and approves data within a given collection, indicating that to the best of 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

The term that MSDS uses to describe a single data element. In other CEPI applications, these elements are referred to as "fields."

Characteristic Label

The name used within the XML schema to identify a data element. This name may also be used in data tables.

Characteristic Name

The common name used to identify the characteristic. This may or may not be the same as the Characteristic Label.

Chart of Accounts

The COA is a listing of standardized accounting codes and related definitions districts must use when reporting financial data in the Financial Information Database. 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. 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 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

The CCD is a comprehensive national statistical database with identifying information, basic statistics and fiscal data on public elementary and secondary education. The data are submitted by each state agency and jurisdiction and published on the CCD website.

Component

A component is a grouping of related characteristics. Collections are made up of one or more components. Components are consistent across collections (i.e., the Submitting Entity Component is composed of the same characteristics in all collections). Collections may accept more than one occurrence of a specified component.

Consolidated State Performance Reports

The Consolidated State Performance Report is the required annual reporting tool for of each State, the District of Columbia, and Puerto Rico as authorized under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001.

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.

Dependency

Dependencies occur when a characteristic contains business rules that include a relationship with another characteristic or component. For example, when the characteristic contains a specific value, the related characteristic must contain a corresponding value; or, if the characteristic contains a specific value, the record must also contain a specific component.

Direct Certification

Each local education agency must directly certify children who are members of households receiving assistance under the Food Stamp Program as eligible for free school meals, without further application, based on information provided in an electronic data file from the Department of Health and Human Services.

Division of Educator, Student, and School Supports

The Michigan Department of Education's **Division of Educator, Student, and School Supports** 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 Student Test of Educational Progress or M-STEP

- Other Assessments – World-class Instructional Design and Assessment, MEAP-Access, MI-Access, Secondary Credit Assessments

- This office also administers – Scorecard results, *EducationYes!*, Michigan School Report Card, Michigan School Accreditation System, National Assessment of Educational Progress.

For more information, visit the DESSS website.

Download

Downloading is the act of transferring data from a remote system (such as MSDS) to a local computer.

e-Rate

As a result of the Telecommunications Act of 1996, the Federal Communications Commission adopted an Order on May 8, 1997, creating the e-Rate program to ensure that schools and libraries have affordable access to advanced telecommunications services. Under the program, discounts ranging from 20 percent to 90 percent on telecommunications services, Internet access, and internal connections are provided to eligible schools and libraries, subject to a $2.25 billion annual cap. For official e-Rate guidance, visit the Schools and Libraries Division's website or, for Michigan-specific information, visit the MDE Universal Service Fund (e-Rate) website.

Educational Entity Master

The [EEM](EEM) contains information regarding public and registered nonpublic educational entities, including official identification codes and contact information for Michigan's educational systems.

English Learners – See also Limited English Proficient

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.

Every Student Succeeds Act of 2015

The Every Student Succeeds Act reauthorized the Elementary and Secondary Education Act -- the main federal law affecting education from kindergarten through high school. This act replaces the federal No Child Left Behind Act of 2001.

Extensible Markup Language

XML is a simple, very flexible text format. XML was created to structure, store, and transport information.

Individualized Education Program

When a student is eligible for and needs specialized instruction, an Individual Education Program 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

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

The 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.

Integer

An integer is a whole number (not a fractional number). It can be positive, negative, or zero.

Intermediate School District

ISDs as established under Part 7 of the Revised School Code.

International Organization for Standardization

The ISO is an international, standard-setting body composed of representatives from various national standards organizations. The organization promulgates worldwide proprietary industrial and commercial standards.

Limited English Proficient — see also English Learners

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.

Local Education Agency

A LEA is a public school district (excludes charter school districts) as defined under 380.6 and as organized under MCL 380.11a (general powers school district) or under Part 6 (district of the first class).

McKinney-Vento Homeless Assistance Act

The [McKinney-Vento Homeless Assistance Act](#) is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness in U.S. public schools. It was reauthorized as Title X, Part C, of the *No Child Left Behind Act* in January 2002.

Michigan Administrative Rules for Special Education

Michigan-legislated rules for compliance with IDEA regulations. More information can be accessed through the [MDE Office of Special Educationweb page](#).

Michigan Compiled Laws

A bill passed by the Michigan House and Senate and approved by the Governor becomes either a public act which has general applicability or a local act (not discussed here) which affects a particular area of the state. Public acts of a general and permanent nature are compiled (i.e., codified) into a subject arrangement of statutory law. Each chapter covers one area of law, such as motor vehicles (chapter 257) or public health (chapter 333). Public acts dealing with appropriations are not compiled and neither are local acts. More information about *Michigan Compiled Laws* may be found on the [Michigan Legislature web page](#).

Michigan Department of Education

The [Michigan Department of Education](#), under the direction of the superintendent of public instruction, carries out the policies of the State Board of Education. The Department implements federal and state legislative mandates in education.

Michigan School for the Deaf

The Michigan Department of Education's [Michigan School for the Deaf](#) provides *"academics and social excellence – rich in American sign language 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."*

Multi-valued

Multi-valued refers to an item occurring more than one time. A characteristic can be multi-valued within a component. Components can be multi-valued within a collection.

National Center for Education Statistics

The [NCES](#) is the primary federal entity for collecting and analyzing data related to education.

No Child Left Behind Act of 2001

The *No Child Left Behind Act of 2001* reauthorized the Elementary and Secondary Education Act -- the main federal law affecting education from kindergarten through high school. Proposed by former President Bush shortly after his inauguration, NCLB was signed into law on January 8, 2002. NCLB was replaced by the Every Student Succeeds Act of 2015.

Office of Career and Technical Education

The [Michigan Department of Education's Office of Career and Technical Education](#) 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.

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.

Office of Education Improvement and Innovation

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)

Office of Field Services

The Michigan Department of Education's Office of Field Services 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 OFS web page.

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.

Office of Special Education

The Michigan Department of Education's Office of Special Education 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.

Office of Special Education Programs

The United States Department of Education, Office of Special Education Programs 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. Visit the OSEP web page for more information.

Office of Special Education and Rehabilitative Services

The United States Department of Education, Office of Special Education and Rehabilitative Services 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.

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. Visit the Office of State Aid and School Finance web page for more information.

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.

Primary Education Providing Entity

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

A 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.

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

Secondary School Course Classification System: School Codes for the Exchange of Data

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.

Snapshot

A "picture" of the certified data for a given collection taken for reporting purposes; this may be associated with a point in time (count date) or a given range of time. Reporting examples:

- A report of all students enrolled on a given date (count date).

- A participation report showing the total number of students served from the start of the year through a selected date (range of time).

State Performance Plan

Evaluates the state's efforts to implement the requirements and purposes of IDEA and describes how the state will improve such implementation.

State School Aid Act of 1979 (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."

You can read the act in its entirety by visiting the Michigan Legislature web page.

Student Interoperability Framework

The Student Interoperability Framework 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

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 career.

UIC Resolution

UIC Resolution is the process of ensuring that each student is correctly associated with a particular UIC.

UIC Resolver

The person in a district and/or entity assigned the responsibility to complete UIC Resolution for collections in the MSDS.

United States Code

All laws enacted by the United States Congress are compiled into the United States Code. 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

Upload

Uploading is the act of transferring data from one computer/system to another computer/system.

World Wide Web Consortium

The World Wide Web Consortium develops interoperable technologies (specifications, guidelines, software and tools) to lead the Web to its full potential. W3C is a forum for information, commerce, communication and collective understanding.

XML

See Extensible Markup Language.

Note: Some of the definitions listed have been adapted from various sources including *The American Heritage Dictionary, Third Edition*, and several online directories including: WhatIs.com; Geek.com Glossary; The Ultimate Computer Acronym Glossary; 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
Additional Eligibility Factors	Early Childhood Programs
Additional Plan Date	Special Education
As of Date	Student Record Maintenance
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
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 Occurred	Seclusion and Restraint
Date of Birth	Personal Core
Date Of Incident	Discipline
Date of Parental Consent	Initial IEP
Days Attended	Attendance
Days Beyond Timeline	Initial IEP
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
Early Childhood Program Exit Reason	Early Childhood Programs

Characteristic Name	Component Name
Early Childhood Program Start Date	Early Childhood Programs
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
Federal Poverty Level Quintile	Early Childhood Programs
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 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 and Immigrant
LEP Instructional Program	Title III English Learner and Immigrant
LEP Re-Entry Date	Title III English Learner and Immigrant
Local Course ID	Student Course
Local Course Title	Student Course

Characteristic Name	Component Name
Mentor PIC	Student Course
Middle Name	Personal Core
Month Claimed	Section 23a
MSIX Clock Hours	Student Course
MSIX Course Section ID	Student Course
Multiple Birth Order	Personal Core
New Actions	Part C Assessment
New Knowledge Skills	Part C Assessment
New Social Relationships	Part C Assessment
Number of Times Restrained	Seclusion and Restraint
Number of Times Secluded	Seclusion and Restraint
Operating District 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

Characteristic Name	Component Name
Parent First Name	Part B Referral
Parent Input	Part C Assessment
Parent Input Date	Part C Assessment
Parent Last Name	Part B Referral
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
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
Provider License Number	Early Childhood Programs
Qualifying Factors	Early Childhood Programs
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

Characteristic Name	Component Name
School Facility Number	School Demographics
SEA Notification	Part B Referral
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
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
Support Services	Special Education
TAS Instructional Services	Title I TAS
TAS Support Services	Title I TAS
Timeliness of Initial IEP	Initial IEP
Timely Start of Service	Early On
Total Possible Attendence*	Attendance
Transition Conference	Early On
Transition IFSP	Early On
Type of Plan	Special Education

Characteristic Name	Component Name
Unaccompanied Youth	Homeless
UIC	Personal Core
Virtual Method	Student Course
Working Parents	Early Childhood Programs
ZIP Code	Personal Demographics

* The spelling error identified in the schemas for the 2009-2010 school year will not be corrected.