

# TSDL/REP Overview:

## Tying Teachers and Courses Together

MPAAA Fall Conference

September 16, 2024



# Presenters



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# Objectives

- REP and TSDL Collections:

- Purpose
- Requirements

- Alignment:

- Terminology
- SCED and Assignment Codes
- Data Quality checks
- Business Rules

- Resources:

- Reports
- Webpages
- Guides

# REP Overview



# Registry of Education Personnel

- Comprehensive Database of all educational personnel in the State of Michigan.
- All contracted or directly employed personnel who work with school districts on a regular and continuous basis are required to be reported to the REP



# Information in the REP Collection

- Employee personal information
  - Personnel Identification Code (PIC)
  - Name
  - Social Security Number (SSN)
  - Education Level
  - Date of Birth (DOB)
- Employment Information
  - School/ISD assignment
  - FTE
  - Position Title
  - Grades Taught
- Educational Settings
- Employment status
- Date of Hire
- Date of Termination
- Income Information
  - Salary/hourly wage
  - Basic accounting information
- Credential Information
  - Credential number
  - District Provided Days of Professional Development
  - Educator Effectiveness rating

# Personnel Identification Code

- Comparable to the UIC
- Tied to core demographic data
  - Social Security Number and/or Credential License Number
  - First/Last Name
  - Date of Birth
  - Gender
  - Race/Ethnicity
  - Updates can be made within the REP system
  - If duplicate PICs exist for an individual, contact CEPI
    - [cepi@michigan.gov](mailto:cepi@michigan.gov)

# Assignment Code

- Includes the following characteristics
  - School/Facility
  - Assignment
  - Grade-level/Educational Setting
  - FTE
  - Wage
  - Number of Core Academic Classes Taught
  - Accounting Function Code
- Specific Guidance for codes within the Data Field Descriptions on [REP web page](#).

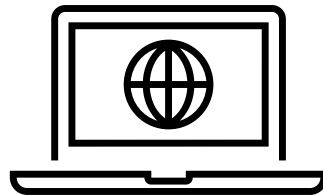
# Teacher of Record

- Definition According to the [Pupil Accounting Manual](#)
  - The teacher
    - Certified for the grade level, or an individual working under a valid substitute permit, authorized or approval issued by the Department, or is an instructor employed by or contracted through a community college or university for courses provided by the community college or university
  - Responsible for
    - Instruction
    - Determining instructional methods
    - Diagnosing learning needs
    - Assessing pupil learning
    - Prescribing intervention strategies
    - Reporting outcomes
    - Evaluating the effects of instruction and support strategies



# Virtual Mentor

- Professional employee of the district
- Monitors pupils progress
- Ensures the pupil has access to needed technology
- Available for assistance
- Ensures access to the teacher of record
- May also be the teacher of record if the mentor meets the definition for teacher of record
- 00379 Assignment Code within the REP



# TSDL Overview



# What is the purpose of TSDL?

- TSDL links the students and the teachers who provide instruction to them.
- Data reported reflects each student's performance in classes taken throughout the current academic year.
- Data is used by researchers, MDE, and to fulfill state and federal reporting requirements.





# Who and which courses are reported?

- All students a district reported as continuing in any General Collection or SRM that school year
- Nonpublic and homeschool students taking non-essential courses are included

# Who and which courses are reported?







- **Exceptions to TSDL reporting:**
  - Students in Grade 30 (Early Childhood) **may** be reported
  - Students who will not have any courses included in their academic record
    - Students participating in a center-based service
    - Students enrolled very briefly
  - Courses for CTE which are reported in CTEIS
    - These **may** be reported but must have Subject Area Code 00 and Course Identifier Code blank
  - Additional courses not covered by State Aid, such as summer credit recovery courses
    - 23a (dropout recovery) courses **must** be reported
  - Students reported in general collections/SRM by an ISD where all classrooms are located at the LEAs and the LEAs are submitting all students and courses in TSDL

*MSDS Reports & CEPI Data Quality notices cannot anticipate these exceptions*

# Reporting in MSDS

School Demographics	Student Course	Student Course - 2	Student Course - 3	Student Course - 4
Student Course - 5	Student Course - 6	Student Course - 7	Student Course - 8	Student Course - 9
Student Course - 10	Student Course - 11	Student Course - 12		

*Operating District Number: 	<input type="text" value="33070"/>
School or Facility: 	<input type="text" value="01711"/>
Student ID Number: 	<input type="text"/>
*GradeSetting: 	<input data-bbox="932 843 2219 901" type="text" value="09-Ninth Grade"/>
S2E2 Code: 	<input type="text"/>
Building Pupil Would Otherwise Attend: 	<input type="text"/>

# Student Course Component

- **Required characteristics:**

- Subject Area Code
- Local Course ID
- Local Course Title
- Course Type
- Completion Status

*Items are denoted with a red \**

School Demographics	Student Course	Student Course - 2	Student Course - 3	Student Course - 4
Student Course - 5	Student Course - 6	Student Course - 7	Student Course - 8	Student Course - 9
Student Course - 10	Student Course - 11	Student Course - 12		
*SubjectAreaCode:	04-Social Sciences and History			
CourseIdentifierCode:	101			
*LocalCourseId:	03601A-F1-CC-(16975)-6			
*LocalCourseTitle:	US HISTORY 9 A			
CourseSectionID:	16975			
MSIXCourseSectionID:	Please Select			
*CourseType:	01-Regular			
Course Funding Program:	Please Select			
AcademicYear:	2023-2024-SY2023-2024			
CreditsGranted:	0.50			
CourseGrade:	A			
*CompletionStatus:	CP-Completed/Passed			
MSIXClockHours:				
College Credit:				
Teacher of Record PIC:	188687			
Virtual Method:	NV-Not Virtual			
Virtual Course Mentor PIC:				

# Student Course Component

- **Conditional characteristics:**
  - **Course Identifier Code**
    - Required when Student Course Component is submitted, and Subject Area Code is not 00 (CTE)
  - **Course Section ID**
    - Must be reported when the Local Course ID does not uniquely identify a course
  - **MSIX Course Section ID & MSIX Clock Hours**
    - Required for Migrant students when a course is not completed
  - **Credits Granted**
    - Required for Migrant and Dual-Enrolled students
  - **Course Grade**
    - Required for Migrant students, optional for all others
  - **Teacher of Record PIC**
    - Required unless the course type is 07 (Dual-Enrolled) or 00 (CTE)
  - **Virtual Course Mentor PIC**
    - Report when the Virtual Method characteristic is reported
  - **College Credit**
    - Must be reported when the Course Type is 07 (Dual-Enrolled)

# Student Course Component

- **Optional characteristics:**
  - **Course Funding Program**
    - Report section 23a courses here
  - **Academic Year**
    - Not required when reporting courses in the current academic year
    - Required when reporting a course in the previous academic year
  - **Virtual Method**
    - Required when a course is virtual
    - For entitles identified in EEM as Full Virtual School or Cyber Schools:
      - NV (Not Virtual) cannot be reported unless the course is Dual-Enrollment (07)
      - BL (Blended Learning), DL (Digital Learning) or OC (Online Course) must be reported

# Course Reporting

TSDL 23/24 is using SCED v 10, 24/25 is using v 12.

## SCED v 10 to v 12 changes:

- 8 courses retired
- 21 new courses (v 11)
- 6 new courses (v 12)
- 8 recoded courses (v 12)

# Course Reporting

- **Elementary class reporting:**

- “Special” courses like gym, music and art should be reported as separate courses
- Use assignment code 000ZG- K-8 Self Contained Classroom (excluded from DQ checks)
- Or use separate courses for each subject area

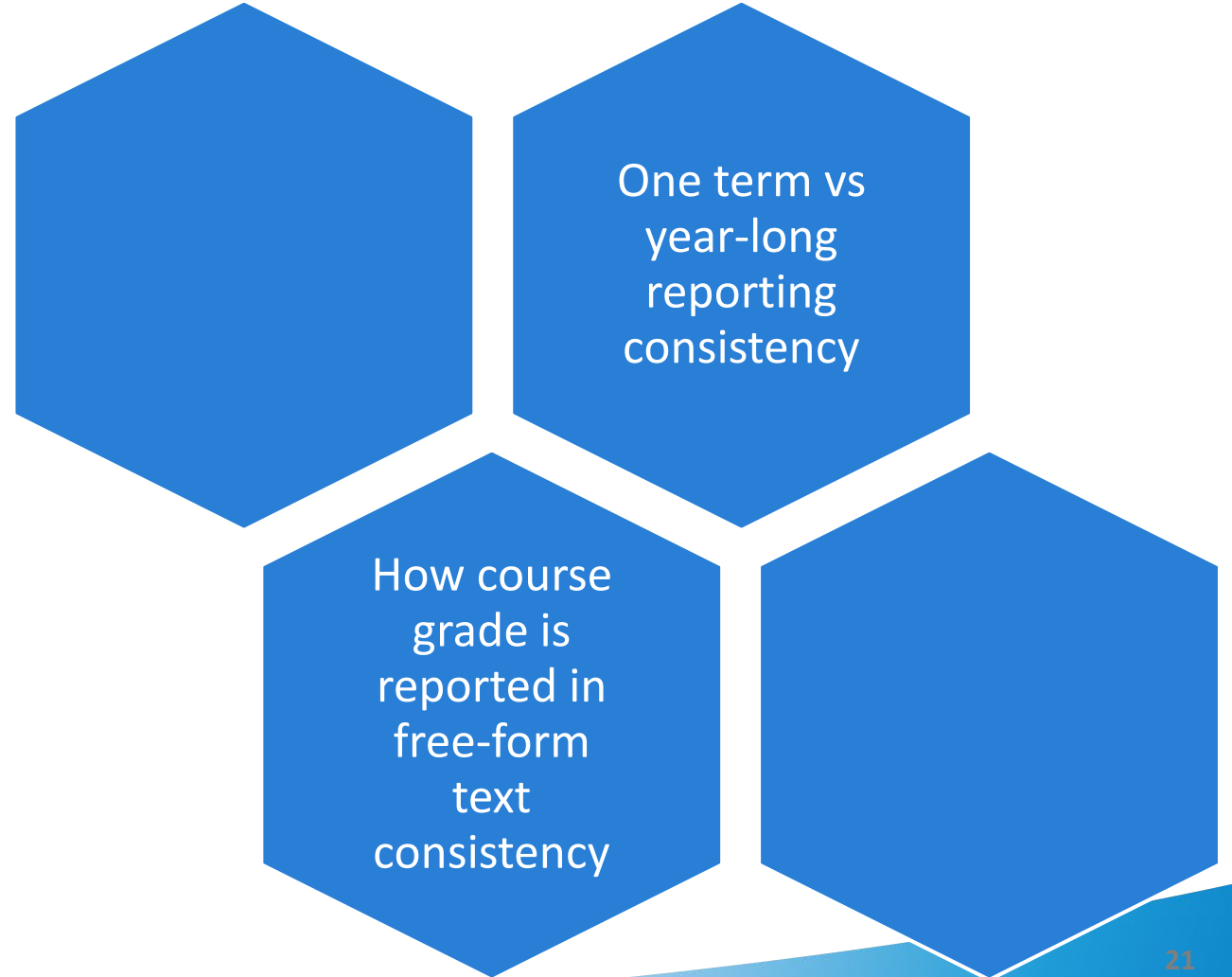
- **Special education reporting:**

- Birth to age 5 use the Early Childhood Classroom codes
- Elementary/middle should use the Self Contained Classroom code or subject specific codes
- High School to age 26 use subject specific codes

# Course Reporting - Consistency

**Any time these fields change CEPI assumes a different course is being reported:**

- UIC
- Operating District
- Local Course ID
- Course Section ID
- Academic Year



# Course Reporting - Completions

Code	Title
AU	Audited
TO	Tested Out
OE	Ongoing Enrolled
CP	Completed/Passed
CF	Completed/Failed
CS	Completed/Grade 14 only
WE	Withdrawn/Exited
WP	Withdrawn/Passing
WF	Withdrawn/Failing
I	Incomplete
ER	Submitted in Error

“ER” and “OE” are only for use in Migrant TSDL

- “ER” requires a previously submitted matching record
- “OE” requires an update showing the final status

“I” should be used for students who have not received a final grade by TSDL reporting time, including those taking summer courses

- Resubmit the course the following school year with update
- Use the previous school year in the Academic Year

# Migrant TSDL

Run the Migrant Student Report to determine who to report

Year-long reporting window with ongoing certification

For grades 9-12

Coursework must be reported within 10 days of the student enrolling or exiting the district.

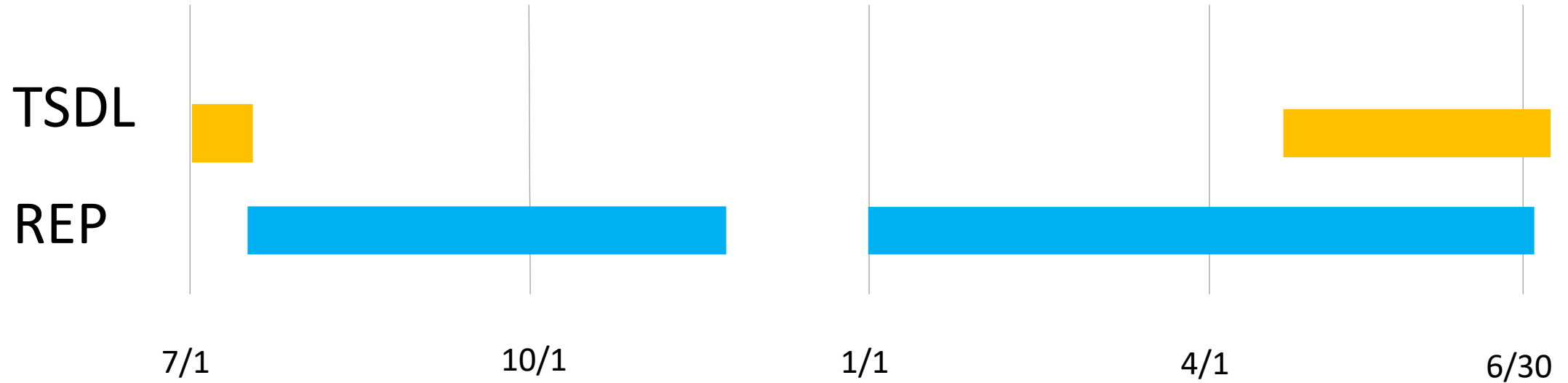
MSIX Course Section ID and Clock Hours, Credits Granted, and Course Grade must be reported.

The Course Grade and Credits Granted should be updated when a course is completed.

# Alignment



# REP and TSDL Timelines



- TSDL
  - Opens in early May
  - Closes in early August
- REP
  - Fall from August until first business day of December
  - EOY from January until last business day of June
  - Within 30 days of changes in assignment
- Report for your TSDL early in order better be able to align your collections.

# REP Personnel Submitted Page and TSDL Course

**Employee Data**

(27) PIC: **New Personnel**

(5) First Name:

(6) Middle Name:

(4) Last Name:  (7) Social Security Number:  (xxxxxyzzzz)

(13) Date of Birth: / /  (8) Credential License Number:

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**Measurement Data**

(14) Gender:  (15) Racial/Ethnic Category

(9) Date of Hire: <input type="text"/> / <input type="text"/> / <input type="text"/>	American Indian or Alaska Native: <input type="text"/> 0
(26) Date of Termination: <input type="text"/> / <input type="text"/> / <input type="text"/>	Asian American: <input type="text"/> 0
(25) Employment Status: <input type="text"/> ...	Black or African American: <input type="text"/> 0
(20) Educator Effectiveness: <input type="text"/> ...	Native Hawaiian or Other Pacific Islander: <input type="text"/> 0
	White: <input type="text"/> 0
	Hispanic or Latino: <input type="text"/> 0

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**School Assignment Data** Add Assignment:  Full

(10) School Assignment #1 (Remove)

School Code: <input type="text"/> ...	Grade Assignment: <input type="checkbox"/> PK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	FTE: <input type="text"/>	Hourly Wage: <input type="text"/>	Function Code: <input type="text"/> ...	Classes Taught: <input type="text"/>
Assignment: <input type="text"/> ...	Educational Setting: <input type="text"/>				

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**Credential Data**

(12) Funded Position Status:  ...

(17) Type of Credential:  ...

(16) Highest Education Level:  ...

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**Professional Development Data**

(24) Days of Professional Development

Classroom Management:  Instructional Delivery (Strategies):

Other:

\*SubjectAreaCode:  03-Life and Physical Sciences

CourseIdentifierCode:  003

\*LocalCourseId:  1203

\*LocalCourseTitle:  EnviroBio

CourseSectionID:  003

MSIXCourseSectionID:  01-Full Year

\*CourseType:  01-Regular

Course Funding Program:  Please Select

AcademicYear:  2020-2021-SY2020-2021

CreditsGranted:  1

CourseGrade:  4.0

\*CompletionStatus:  CP-Completed/Passed

MSIXClockHours:

College Credit:

Teacher of Record PIC:  + 1234

Virtual Method:  NV-Not Virtual

Virtual Course Mentor PIC:  +

# SCED Codes

- School Courses for Exchange of Data
  - Current SCED File: Version 12.0
  - Course Placement and Reporting Guide
    - May be found on both the CEPI REP and CEPI TSDL pages
  - Used for both Migrant TSDL and General TSDL
  - Map SCED Description to the SCED Course Title and SCED Codes to then find additional assignment code alignment
  - The two characteristics in the Student Course Component that make the SCED code are:
    - Subject Area Code
    - Course Identifier Code

# Local Course Crosswalk



- Located in MSDS
- Provides a list of unique SCED codes and Local Course information reported by the district in TSDL collections for the previous year
- Aligns SCED codes from the previous collection to REP assignment codes and endorsement codes
- Version of the Course Placement and Reporting Guide tailored to a district
- May be a useful tool when assigning educators to courses and inputting assignment codes to REP
- Does not contain Personal Identifiable Information

# Local Course Crosswalk Continued

## Local Course Crosswalk

Collection: General and Migrant TSDL


Entity: Ingham ISD (33000)

Description: List of unique SCED codes and Local Course information reported by the entity in the previous school year TSDL collections, used to determine the aligned REP Assignment Codes and MOECS Allowable Endorsement Codes for educator data. This report reflects best data practices and does not account every allowable assignment code and the detailed nuances of educator placement provided by MDE:  
<https://www.michigan.gov/mde/services/ed-serv/ed-cert/permits-placement>

Local Course Code	Local Course Name	SCED Code	SCED Course Title	SCED Description	REP Assign Code 1	REP Assign Desc 1	REP Assign Code 2	REP Assign Desc 2	REP Assign Code 3	REP Assign Desc 3
1-2GRD	1ST-2ND GRADE	23004	Grade 1	Grade 1 courses involve content that is not differentiated by subject area. These courses focus on content that is grade-specific and cover various subjects throughout the day, rather than a single subject-specific content area. Specific course content depends upon state standards for Grade 1.	000ZG	General EL K-5 all, K-8 self-contained				
10	E2020 US History A	04149	U.S. History—Other	Other U.S. History courses.	000CC	History				
191	ASD Classrooms	23012	Prior-to-Secondary Education	Prior-to-secondary Education—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards.	000ZG	General EL K-5 all, K-8 self-contained				
193	ASD Exp	23012	Prior-to-Secondary Education	Prior-to-secondary Education—General courses involve content that is not grade differentiated and may apply to a range of consecutive grades (e.g., "by third grade, students should know and be able to do..."). These courses include content that may be applicable to states or localities that do not employ grade-level content standards.	000ZG	General EL K-5 all, K-8 self-contained				
4	Art	05154	Visual Arts—Comprehensive	Visual Arts—Comprehensive courses enable students to explore one or several art forms (e.g., drawing, painting, two- and three-dimensional design, and sculpture) and to create individual works of art. Initial courses emphasize observations, interpretation of the visual environment, visual communication, imagination, and symbolism. Courses cover the language, materials, media, and processes of a particular art form and the design elements used. Advanced courses encourage students to refine their skills while also developing their own artistic styles following and breaking from traditional conventions. Courses may also include the study of major artists, art movements, and Social Studies (grade 7) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7.	000LX	Visual Art				
7H	7th grade History	04437	Social Studies (grade 7)	Social Studies (grade 7) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Specific content depends upon state standards for grade 7.	000RX	Social Studies	000ZG	General Elementary		

# Course Placement and Reporting Guide (TSDL Columns)

- Located on both the REP and TSDL webpage
- Align curriculum of the class to the course description
- SCED code will drive the REP assignment code and the also the endorsement required for the course
- SCED Code from SCED Version 12

 CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION		Course Placement and Reporting Guide 2024-2025 School Year			
SCED CODE	SCED Subject Code	SCED Subject Description	SCED Course Code	SCED Course Title	SCED Description
04103	04	Social Sciences and History	103	Modern U.S. History	Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments.

# Course Placement and Reporting Guide (REP and MOECs Columns )

REP Assign Code 1	REP Assign Desc 1	REP Assign Code 2	REP Assign Desc 2	REP Assign Code 3	REP Assign Desc 3
000CC	History				

Endorsement Code1	Endorsement Name1	Endorsement Class1	Endorsement Code2	Endorsement Name2	Endorsement Class2	Endorsement Code3	Endorsement Name3	Endorsement Class3	Endorsement Code4	Endorsement Name4	Endorsement Class4
CB	GEOGRAPHY	Social Science	CC	HISTORY	Social Science	CX	SOCIAL SCIENCE	Additional Classifications	RX	SOCIAL STUDIES	Social Science

# Example of Alignment

- A student is taking Environmental Science at the high school
- The teacher instructs 4 classes of Environmental Science and 1 class of Energy and the Environment
- Use the REP Crosswalk to determine the appropriate SCED and Assignment

# REP and TSDL Alignment Example

SCED	SCED Subject Code	SCED Subject Description	SCED Course Code	SCED Course Title	SCED Description	REP Assign Code 1	REP Assign Desc 1
03003	03	Life and Physical Sciences	003	Environmental Science	Environmental Science courses examine the mutual relationships between organisms and their environment. In studying the interrelationships among plants, animals, and humans, these courses usually cover the following subjects: photosynthesis, recycling and regeneration, ecosystems, population and growth studies, pollution, and conservation of natural resources.	000DA	Biology
03012	03	Life and Physical Sciences	012	Energy and the Environment	Energy and the Environment courses expose students to the scientific principles associated with energy transformation, collection, extraction, transmission and storage. Course content may emphasize energy's significance in society and the effects of its use on the environment. Topics may include the distribution, availability, patterns of use, and environmental impacts of energy resources.	000DX	Science

# REP Personnel Submitted

School Assignment Data						Add Assignment:	Full	ADD
(10) School Assignment #1 (Remove)								
School Code:	Grade Assignment:	FTE:	Hourly Wage:	Function Code:	Classes Taught:			
<input type="text" value="06207"/>	DK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>	<input type="text" value="0.80"/>	<input type="text"/>	<input type="text" value="113"/>	<input type="text" value="4"/>			
Assignment:	Educational Setting:							
<input type="text" value="000DA"/>	<input type="text"/>							
(10) School Assignment #2 (Remove)								
School Code:	Grade Assignment:	FTE:	Hourly Wage:	Function Code:	Classes Taught:			
<input type="text" value="06207"/>	DK <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>	<input type="text" value="0.20"/>	<input type="text"/>	<input type="text" value="113"/>	<input type="text" value="1"/>			
Assignment:	Educational Setting:							
<input type="text" value="000DX"/>	<input type="text"/>							

# Student Course Example

*SubjectAreaCode:	03-Life and Physical Sciences
CourseIdentifierCode:	003
*LocalCourseId:	1203
*LocalCourseTitle:	EnviroBio
CourseSectionID:	003
MSIXCourseSectionID:	01-Full Year
*CourseType:	01-Regular
Course Funding Program:	Please Select
AcademicYear:	2020-2021-SY2020-2021
CreditsGranted:	1
CourseGrade:	4.0
*CompletionStatus:	CP-Completed/Passed
MSIXClockHours:	
College Credit:	
Teacher of Record PIC:	+ 1234
Virtual Method:	NV-Not Virtual
Virtual Course Mentor PIC:	+

# Data Quality Alerts



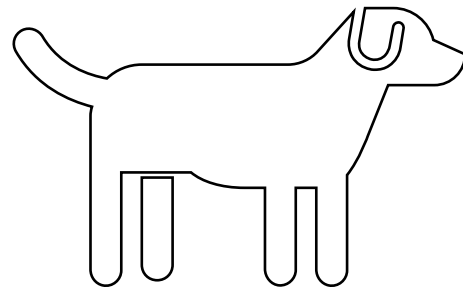
- Here to help not harass
- Take advantage of the early checks
- Don't change accurate data
- Use MSDS Reports to research
- Save your Data Quality Alerts!
  - Reference for reoccurring issues or UICs
  - Forward to CEPI with questions

# “YOUR DATA ARE NOT NECESSARILY WRONG”

The goal of our data quality process is finding ANOMALIES, not ERRORS

An ANOMALY is:  
“an odd, peculiar or strange condition, situation, quality, etc.”

(definitions from Dictionary.com)



Albino dog – a peculiar rarity

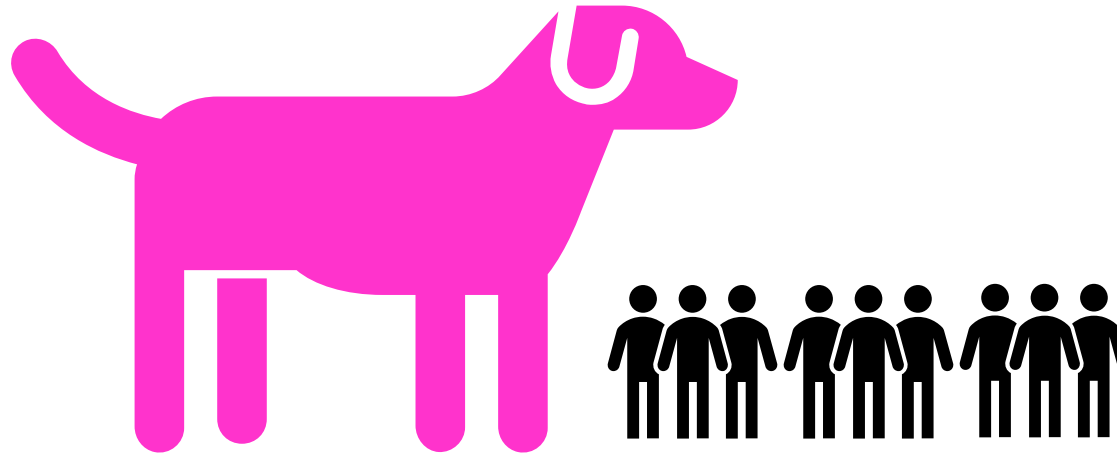
# “YOUR DATA ARE NOT NECESSARILY WRONG”

The goal of our data quality process is finding ANOMALIES, not ERRORS

An ERROR is:

“a deviation from accuracy or correctness.”

(definitions from Dictionary.com)



Giant pink dog larger than humans – something is not right...

## Data Quality Email Message:

## MSDS Collection Sample Anomaly DQ letter

**Subject:** CEPI Data Quality Concern: EOY 2023 MSDS General Mid-Collection\*

**Entity:** Hard Knocks School District (11111)

**Purpose:** CEPI analysts have discovered anomalies in your EOY 2023 MSDS General Collection. Inaccurate data may adversely affect state and federal reporting, as well as reports available to the public, students, parents and policymakers. Inaccurate data may result in your entity being identified as out of compliance and could result in funding penalties.

**Action:** Please review the following issue(s) and check your submission for each of the concerns listed. Any changes to your current collection must be completed and certified by June 30, 2023, at 11:59 p.m.

- **If your data are correct, no action is necessary.**
- **If your data are incorrect, please make changes within the application.**

DQMS1801 Chronically Absent Students

DQMS1053 Attendance: Low Total Possible Attendance

**Users Contacted:** Local Super Users, Quality Reviewers, Certifiers, Uploaders

Your MSDS users are listed at the end of this email.

**Questions:** Contact CEPI customer support ([cepi@michigan.gov](mailto:cepi@michigan.gov)) by replying to this email or calling 517-335-0505 x3.

Thank you,  
[CEPI](#)

# Data Quality Email Message:

## MSDS Collection Sample Anomaly DQ letter

### **DATA SNAPSHOT DETAILS**

June 21, 2023, at approximately 6 a.m.

*Data submitted after this date and time will not be reflected in the results below.*

DQMS1801: Chronically Absent Students

**PROBLEM:** The following is a count of students per building who have been reported as being absent 10 percent or more of the days they have been enrolled for this school year.

**IMPACT:** These data are used in accountability measures, state and federal reporting, and are a factor in determining 31a at risk eligibility.

**RESOLUTION:** Review your attendance data by running the Excel version of the Alpha List for Download. After review, please follow one of the action items at the beginning of this email.

# TSDL Data Quality Checks for alignment

## Teacher Status:

- DQTS1008 Teacher Reported in TSDL Not Reported in REP Collection
- DQTS1009 Teacher Reported in TSDL With Invalid PIC Number
- DQTS1010 Teacher Terminated Prior to Start of School Year
- DQTS1011 Teacher Reported in TSDL Only Reported as On Leave in REP
- DQTS1703 Teacher Reported in TSDL Not a Teacher in REP

# TSDL Data Quality Checks for alignment

## Mentor Teacher:

- DQTS2110 Mentor Teacher in TSDL Not Reported in REP With Mentor Assignment Code
- DQTS2111 Virtual Mentor Assignment Reported in REP but Not Reported as a Mentor Teacher

# TSDL Business Rules For Alignment

- Teacher of Record PIC:
  - **Error:** The PIC submitted must be a valid PIC in REP
  - **Error:** A PIC may only be used once per component
  - **Error:** A teacher PIC must be reported unless the student is reported with a Course Type of "Dual Enrollment" (07) or unless the course is a state approved CTE course that is also being reported in CTEIS (Subject Area Code "00").

# TSDL Business Rules For Alignment

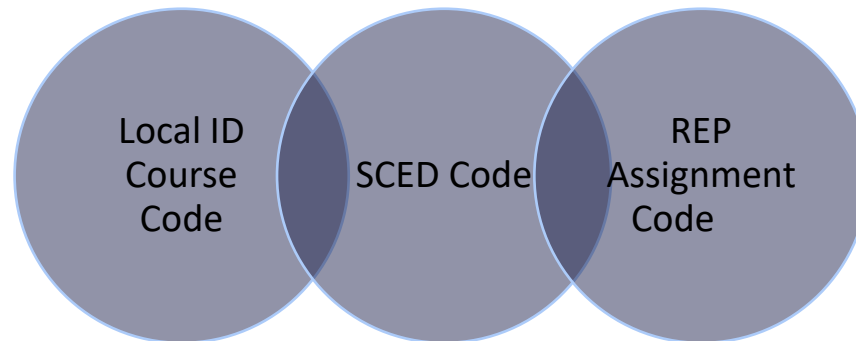
- Virtual Course Mentor PIC:
  - **Error:** The Mentor PIC submitted must be a valid PIC in REP.
  - **Error:** You may only submit a Mentor PIC when a Virtual Method is selected.

# Resources



# Other REP Reports

- Download REP Data File
- Employee Listing by District
- Detailed Assignment Code Summary
- PIC Search

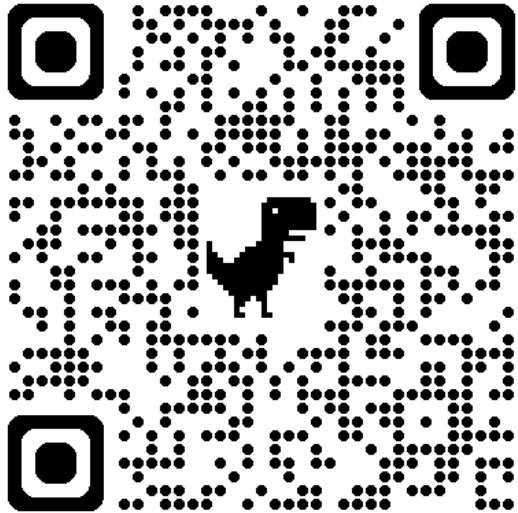


# Other TSDL Reports

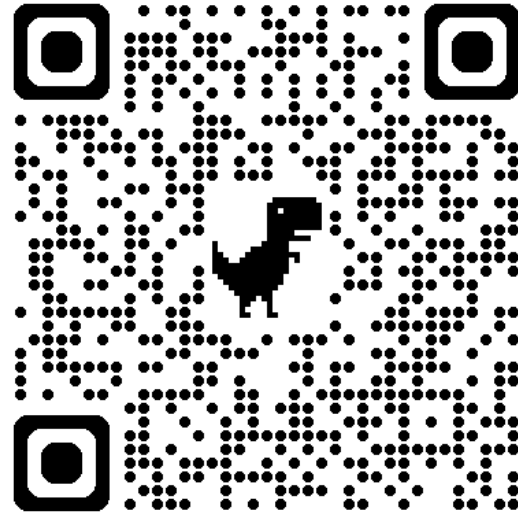
- Run the TSDL Missing Students Report to determine which students were reported in General Collections as Continuing but are not present in the TSDL Collection
- Use the TSDL Student Roster Report to determine the full report of students, teachers, mentors and courses reported in the TSDL Collection.
- Run the Migrant Student List to determine which students need to be reported in Migrant TSDL.
- Use the TSDL Students Not Previously Reported Report to determine if any students were reported in TSDL but not in a General Collection or SRM.

# Resources

- CEPI REP Webpage



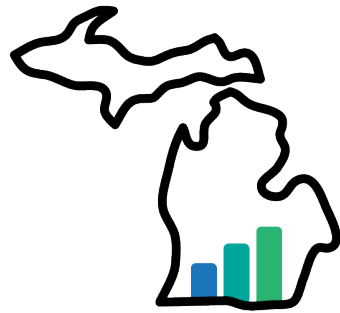
- CEPI TSDL Webpage



# Questions?

- Robert Hovenkamp, Senior Collections Analyst, REP Business Lead  
[HovenkampR@michigan.gov](mailto:HovenkampR@michigan.gov)
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**Thank you.**



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