



**U.S. DEPARTMENT OF EDUCATION**

***EDFacts* Workbook and Frequently  
Asked Questions (FAQs)  
SY 2021-22**

**Version 18.1**

**November 2022**

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## DOCUMENT CONTROL

### DOCUMENT INFORMATION

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### DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0 – 17.1		Versions in the 1.0 through 17.1 series are used to submit files for school years prior to SY 2020-21.
18.0	November 2021	Updated for SY 2021-22 (ESS 18.0 series)
18.1	November 2022	FS Retired! FS122 - MEP students eligible and served summer/intersession table (DG635)

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## Preface

The “EDFacts Workbook and Frequently Asked Questions (FAQs) SY 2021-22” is a reference guide to using the EDFacts Submission System (ESS) to submit data for school year (SY) 2021-22 and a list of frequently asked questions. States report data to ED using ESS. Data submitted through ESS are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through EDFacts (OMB 1850-0925, expires 8/31/2022). EDFacts is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, pre-kindergarten through grade 12 (pre-K–12) performance data for education planning, policymaking, and management and budget decision-making to improve outcomes for students. EDFacts centralizes data provided by SEAs, LEAs and schools, and provides users with the ability to easily analyze and report data. This initiative has significantly reduced the reporting burden for state and local data producers, and has streamlined data collection, analysis and reporting functions at the federal, state and local levels.

This document is to be used in coordination with other documentation posted on the [EDFacts Initiative Home Page](#) under EDFacts System Documentation, including:

- ESS User Guide – provides assistance to new users of the EDFacts Submission System (ESS); it addresses the basic mechanics of system access and data submission
- EDFacts Business Rules Single Inventory (BRSI) – a single inventory containing business rules applied to EDFacts data throughout the pre- and post-submission lifecycle of that data. The inventory describes each business rule, including the error number, type, message, definition, edit logic, and the file specifications where the business rules are applied.
- File specifications – provides technical instructions for building files submitted through ESS.

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State EDFacts Coordinator on the [EDFacts Contact Page](#).

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## 1. Introduction

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This document provides information on how to submit files through the EDFacts Submission System (ESS) for school year (SY) 2021-22. A glossary of EDFacts terminology appears in Appendix B.

Although ESS shares an opening Web page with other data submission tools, this document only provides guidance on EDFacts data submissions via ESS.

### 1.1 Regulations

On February 25, 2007, Final Regulations were published to amend 34 Code of Federal Regulations (CFR) part 76 governing state reporting requirements. The revised regulations allow the Secretary and ED, through the *Paperwork Reduction Act* clearance process, to require states to report certain information electronically. The regulations also establish that the Department may take administrative action against a state for failure to submit reports in the manner prescribed by the Secretary. This is intended to significantly reduce reporting burden and to streamline data collections currently required by the Department by bringing elementary and secondary education data in through the Annual Mandatory Collection of Elementary and Secondary Education Data for EDFacts (OMB 1850-0925). The failure to submit EDFacts data constitutes a failure to comply substantially with the law, applicable to the funds provided by the federal government.

EDFacts does not collect individual student or staff-level information. All information provided to EDFacts is aggregated—often by categories such as grade level. In submitting data to EDFacts, states cannot suppress the data in small data cells except as specifically authorized by federal statute.

### 1.2 Partner Support Center (PSC)

To assist states with data submission, analysis and reporting, ED provides a dedicated Partner Support Center (PSC). PSC distributes email announcements about system shutdowns, reminders of due dates and technical hints. SEA staff members who use ESS automatically receive these emails. PSC distributes a Support Update bi-weekly that includes submission reminders, system upgrade announcements, upcoming webinars, and other helpful information. PSC hosts informative webinars and serves as a liaison between the states and ED.

PSC also provides technical assistance through the [EDFacts Community Site](#). The EDFacts Community (known as Communities360) promotes collaboration, knowledge sharing, and interaction among EDFacts Coordinators and the larger EDFacts community.

Contact information for PSC:

**Toll Free:** 877-457-3336 (877-HLP-EDEN)

**UPDATED! Email:** [EDFacts@ed.gov](mailto:EDFacts@ed.gov)

**Federal Relay Service:** 800-877-0996 (Voice/TTY) / [federalrelay@sprint.com](mailto:federalrelay@sprint.com)

PSC is open from 8:00 a.m. to 6:00 p.m. ET, Monday through Friday, excluding federal holidays.

### 1.3 Technical Assistance

#### Resources available on the EDFacts Initiative Website:

- [ESS Release Notes](#) – These documents provide a description of the technical enhancements to each release of ESS.
- [EMAPS Submission Plan and File Status User Guide](#) – This user guide helps in the process of submitting State Submission Plans (SSPs) through EMAPS.
- [ESS User Guide](#) – provides assistance to new users of ESS and addresses the basic mechanics of system access and data submission.

#### Resources available on EDFacts Community of Practice Site:

Accessing resources on the EDFacts Community site does not require a login; however, joining the EDFacts Community site grants EDFacts Coordinators access to the Discussion Board to participate in valuable conversations with peers, browse key discussions from the past, access or upload relevant resources to an open-source library, and engage in a number of other features made available on the site.

Visit the [EDFacts Community Website](#). If you do not yet have a login and would like to join the EDFacts Community, please contact PSC.

- [Data Submission Organizer](#): Lists the due date for each File Specification by school year, as well as the level for which each file is submitted.
- [PSC Support Updates](#): Includes current and past issues in a newsletter format to states on how to effectively use EDFacts and understand related changes.
- [Upcoming Events Calendar](#): Lists upcoming file and survey due dates, as well as registration links for webinars and events.
- [PSC Videos / Webinars](#): Contains links to recent Webinar recordings and presentation files from PSC training sessions conducted for states.
- [EDFacts Meeting Archive](#): Includes meeting materials from the EDFacts Data Conferences annually held by ED.

- **[File Format Checker \(FFC\)](#)**: This tool can be installed locally for states to check for non-XML format errors prior to attempting to submit to ESS. The file format checker is available through the EDFacts Community or available upon request from PSC.
- **[Featured Resources and Tools](#)**: Technical assistance documents on EDFacts related topics, coordination, and systems. Folders include the *EDFacts OMB Package Resources and Tools*, for the most recent OMB Package documentation.

For additional information on accessing assistance resources, please contact PSC.

## 1.4 Clearance Package

The Office of Management and Budget (OMB) approved the “Annual Mandatory Collection of Elementary and Secondary Education Data for EDFacts” for School Years 2019-20, 2020-21 and 2021-22. This data collection activity is approved until August 31, 2022, under OMB Control Number 1850-0925. The data approved for collection by EDFacts includes data submitted by state education agencies (SEAs) through ESS and through the EDFacts Metadata and Process System (EMAPS).

The complete package information can be found at [Reginfo.gov](https://www.reginfo.gov). On that webpage, there will be a table with links to the package attachments.

The rows listed in the table below are for the current package.

Document Type On Reginfo.gov page	Instrument File on Reginfo.gov page	Explanation
Other-Data Groups & Categories	<a href="#">Attachment A Data Groups and Categories EDFacts 2019-20 to 2021-22.xlsx</a>	Excel format – Includes all data groups and categories collected from SEAs.
Other-Data Groups & Categories pdf	<a href="#">Attachment A Data Groups and Categories EDFacts 2019-20 to 2021-22.pdf</a>	PDF format – Includes all data groups and categories collected from SEAs.
Other-Directory	<a href="#">Attachment B Directory EDFacts 2019-20 to 2021-22.docx</a>	Contains a detailed description of the items that make up the directory of EDFacts, or the list of schools and districts and their descriptive elements.
Other-EMAPS Collections	<a href="#">Attachment C EMAPS Collections 2019-20 to 2021-22.docx</a>	Includes a description of and questions for the metadata collections that are included as part of EDFacts.
Other-Overview	<a href="#">Attachment E Overview and Explanation EDFacts 2019-20 to 2021-22.docx</a>	Overview and Information to Assist Reviewers – Contains an explanation of the EDFacts data set.



The rows listed in the table below are for the prior package.

Document Type On Reginfo.gov page	Instrument File on Reginfo.gov page
Other-Carried over B-1	<a href="#">carried over-Attachment B-1 Overview EDFacts 2016-17 to 2018-19.docx</a>
Other-Carried over B-2	<a href="#">carried over-Attachment B-2 Directory 2016-17 to 2018-19.docx</a>
Other-Carried over B-3	<a href="#">carried over-Attachment B-3 Data Group EDFacts 2017-18 and 2018-19.docx</a>
Other-Carried over B-4	<a href="#">carried over-Attachment B-4 Data Categories EDFacts 2017-18 and 2018-19.docx</a>
Other-Carried over B-5	<a href="#">carried over-Attachment B-5 IDEA Part B EDFacts 2016-17 to 2018-19.doc</a>
Other-Carried over B-6	<a href="#">carried over-Attachment B-6 KEA EDFacts 2016-17 to 2018-19.docx</a>

**NOTE!** SY 2018-19 is closed in ESS and data submissions are no longer accepted by the system. Please contact PSC if data prior to SY 2019-20 need to be submitted.

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## 2. EDFacts Submission System

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The [EDFacts Submission System \(ESS\)](#) is used to submit EDFacts data files. For SEAs, there are three types of ESS users: State Agency, State Agency Error Report, State Agency Reviewer. The EDFacts Coordinator within each state approves users for these roles. The differences between these user roles are described below:

- **State Agency** – This role gives the user access to:
  - Transmittal Authorization
  - Transmittal Status Report
  - Submission Error Report
  - Submission Progress Report
  - Education Unit Profile
  - Data Framework
  - EMAPS login page
- **State Agency Error Report** – State Agency permissions **and** receives emails regarding Match Errors.
- **State Agency Reviewer** – State Agency permissions minus the ability to submit files and no access to EMAPS login.

**NOTE!** ESS prompts users to reset passwords every 90 days due to security requirements.

### 2.1 EDFacts Submission System Files

The EDFacts File Specifications can be viewed through the Data Framework function in ESS or can be downloaded from the [EDFacts Initiative Home Page](#). Links for EDFacts File Specifications are also available in the [Data Submission Organizer \(DSO\)](#) in the EDFacts Community Site.

Upon accessing the [EDFacts Initiative website](#), click the ESS File Specifications link under the EDFacts Submission System (ESS) Documentation section.

File Specifications are listed on the website as either Active File Specifications (Enabled in ESS) or Inactive File Specifications (Not Yet Enabled in ESS). Inactive files are moved to the Active section as files are enabled in ESS. In addition, some school years contain File Specifications that are retired or not required; these are listed in their respective sections on the web page.

File Specifications can be updated during the collection year due to updated or enhanced policy, mid-year changes or to fix technical problems/defects. The specifications are version controlled. To ensure the use of the correct version, reference the version number of the document.

**NOTE!** With the exception of FS035 – Federal Programs, ESS is closed for SY 2018-19 and all previous SYs. The due dates for SY 2018-19 and all previous SYs are in the past.

## 2.2 Directory Files

This section is intended to provide a basic outline of the Directory file in EDFacts and does not substitute for reading the Directory File Specification when building and submitting Directory files. For detailed information regarding the Directory file, please see the FS029 – Directory File Specification on the [EDFacts SY 2021-22 File Specifications page](#), and [Attachment B - Directory Records for the EDFacts Data Set](#).

EDFacts maintains a three-tier directory of education units in each of the 50 states, the District of Columbia, Puerto Rico, Guam, American Samoa, Marshall Islands, Micronesia, Northern Marianas, Republic of Palau, Virgin Islands, Department of Defense, and the Bureau of Indian Education. The three tiers are, from highest to lowest:

- (1) State Education Agency (SEA)
- (2) Local Education Agency (LEA), referred to as “agency” in NCES CCD
- (3) School (SCH)

**NOTE!** Some states have schools that do not fit into the EDFacts three-tier system. Contact the Partner Support Center (PSC) with any questions regarding this issue.

Directory files for LEAs and schools must be submitted before any other files are submitted for districts and schools. In addition:

- A school (SCH) directory record will not be accepted until the LEA directory record associated with that school is in the system.
- A membership record (or any other non-directory file) for a school will not be accepted unless a record for that school (SCH) exists in the directory file.
- When supervisory unions are reported, a new supervisory union must be submitted and processed in one file, and the institutions that are part of that supervisory union must be submitted in a subsequent file.
- Do not submit a directory record for an entity that was closed in the prior SY unless the entity is being reopened. When updating a previous SY directory file, inform PSC to ensure the changes are submitted properly.
- If an entity was submitted as closed two school years in a row, contact PSC to request a deletion of the entity. Upon approval from the Department, PSC will remove this entity from the current year directory file.

Since acceptance of all other files is dependent upon having complete directory data for every education unit, the SEA should confirm that all directory data are complete and accurate before submitting other files.

All school and LEA directory data are specific to a single school year. This satisfies the U.S. Department of Education’s need for an **annual** survey for CCD. Business rules will be used to match one institution in a SY to the same institution in the prior SY. As a

result of this SY implementation, new status options have been added to ensure information is captured at the start of the school year as well as throughout the school year. These are described in more detail in the guidance section of the Directory (FS029) file specification.

Directory Extract Reports can be run in *EMAPS* for FS029 Directory and FS039 Grades Offered data submitted in ESS.

**NOTE!** States are not required to submit a SEA directory file annually unless updates are needed to be made.

The table below lists the data groups in the Directory and Grades Offered file specifications.

File Spec	Data Group Name	DG ID
029	Address location	9
029	Address mailing	8
029	Charter authorizer identifier (state)	804
029	Charter LEA status	653
029	Charter status	27
029	Chief state school officer contact information	458
029	Education entity name	7
029	Effective date	571
029	LEA identifier (NCES)	1
029	LEA identifier (state)	4
029	Local education agency (LEA) type	453
029	Out of state indicator	669
029	Reconstituted status	743
029	School identifier (NCES)	529
029	School identifier (state)	5
029	School type	21
029	State agency number	570
029	State code	559
029	Supervisory union identification number	551
029	Telephone - education entity	10
029	Operational status - LEA	16
029	Operational status - school	531
029	Web site address	11
039	Grades Offered	18

## 2.3 Non-Directory Files

- **Accountability and Reporting Provisions of ESEA, as amended by ESSA**

The data groups in this section support the oversight and reporting of the accountability provisions of ESEA, as amended by ESSA.

### *School Support and Improvement*

File Spec	Previous FS	Data Group Name	DG ID
206	206	School Support and Improvement	842
212	206	Comprehensive Support identification	866
212	206	Target Support identification	867

### *Other Accountability*

File Spec	Data Group Name	DG ID
132	Economically disadvantaged students	56
132	School Improvement Funds 1003(a)	794
160	HS graduates postsecondary enrollment table	739
195	Chronic absenteeism table	814
199	Graduation rate indicator status table	834
200	Academic achievement indicator status table	835
201	Other academic indicator status table	836
202	School quality or student success indicator status table	838
203	Teachers table	840
205	Progress achieving English language proficiency indicator status table	837

The following data group has been retired.

File Spec	Data Group Name	DG ID
103	State poverty designation	699

- **Adjusted Cohort Graduation Rate**

### *Required*

File Spec	Data Group Name	DG ID
150	Regulatory four-year adjusted cohort graduation rate table	695
151	Cohorts for regulatory four-year adjusted cohort graduation rate table	696

### Optional

SEAs may submit extended year adjusted cohort graduation rate data for cohorts of five, six, seven, eight, nine or ten years. If an SEA submits extended year data, the SEA must submit both the rate data in FS150 and the cohort data in FS151.

File Spec	Data Group Name	DG ID
150	Regulatory five-year adjusted cohort graduation rate table	697
150	Regulatory six-year adjusted cohort graduation rate table	755
150	Regulatory seven-year adjusted cohort graduation rate table	850
150	Regulatory eight-year adjusted cohort graduation rate table	852
150	Regulatory nine-year adjusted cohort graduation rate table	854
150	Regulatory ten-year adjusted cohort graduation rate table	856
151	Cohorts for regulatory five-year adjusted cohort graduation rate table	698
151	Cohorts for regulatory six-year adjusted cohort graduation rate table	756
151	Cohorts for regulatory seven-year adjusted cohort graduation rate table	851
151	Cohorts for regulatory eight-year adjusted cohort graduation rate table	853
151	Cohorts for regulatory nine-year adjusted cohort graduation rate table	855
151	Cohorts for regulatory ten-year adjusted cohort graduation rate table	857

### • State Assessments

File Spec	Data Group Name	DG ID
175	Academic achievement in mathematics table	583
178	Academic achievement in reading/language arts table	584
179	Academic achievement in science table	585
185	Assessment participation in mathematics table	588
188	Assessment participation in reading/language arts table	589
189	Assessment participation in science table	590

### • CTE Enrollment and CTE Performance

Beginning SY 2020-21, the ESS will no longer include the Career and Technical Education (CTE) data files. To meet the Consolidated Annual Report (CAR) reporting requirements, all grantees will report data directly into the Perkins Information Management System (PIMS) for SY 2020-21 and forward.

### • Funding Flexibility – REAP

The data group in this section supports the provisions of ESEA, as amended by ESSA, that provide LEAs or SEAs flexibility in how they use federal education funding.

File Spec	Data Group Name	DG ID
131	REAP alternative funding status	614

- Individuals with Disabilities Education Act (IDEA)**

The data groups in this section support oversight and reporting of the *Individuals with Disabilities Education Act (IDEA)* (IDEA Section 300.8(c)(1-13)). Data in this section are used for the Office of Special Education Program's (OSEP's) Annual Report to Congress and for *IDEA* state accountability purposes.

File Spec	Data Group Name	DG ID
002	Children with disabilities (IDEA) school age table	74
005	Children with disabilities (IDEA) removal to interim alternative educational setting table	512
006	Children with disabilities (IDEA) suspensions/expulsions table	475
007	Children with disabilities (IDEA) reasons for unilateral removal table	476
009	Children with disabilities (IDEA) exiting special education table	85
070	Special education teachers (FTE) table	486
088	Children with disabilities (IDEA) disciplinary removals table	598
089	Children with disabilities (IDEA) early childhood table	613
099	Special education related services personnel (FTE) table	609
112	Special education paraprofessionals (FTE) table	647
143	Children with disabilities (IDEA) total disciplinary removals table	682
144	Educational services during expulsion table	683

**NOTE!** In FS089, permitted value 5 – Age 5 from category Age (Early Childhood) has been removed.

If an LEA reported students in FS002 and FS089, the LEA is expected to report data in the personnel files (FS070, FS099, and FS112).

**Tip!** Permitted values reported in FS099 must align with the responses to the EMAPS IDEA State Supplemental Survey.

**Tip!** Ensure that the permitted values used in FS002 and FS089 align with the responses to the EMAPS IDEA State Supplemental Survey.

- English Learners and Title III of ESEA as Amended by ESSA**

The data groups in this section support oversight and reporting of programs for the education of English Learners as contained in Title I and Title III of ESEA, as amended by ESSA. Title III also provides programs for students who are immigrants.

File Spec	Data Group Name	DG ID
045	Immigrant table	519
050	Title III English language proficiency results table	151
067	Title III teachers table	422
116	Title III ELs served table	648
116	Title III students served in English language instruction program table	849
126	Title III former EL students table	668
137	English language proficiency test table	674
138	Title III English language proficiency test table	675
139	English language proficiency results table	676
141	EL enrolled table	678
210	Title III English learners five years table (previously DG 840)	864
211	Title III English learners exited table (previously DG 841)	865

- McKinney-Vento Homeless Program**

The data groups in this section support oversight and reporting of the McKinney-Vento Education for Homeless Children and Youth Program, a formula grant program that aids in the education of homeless children and youths and collects comprehensive information regarding the impediments they must overcome to regularly attend school.

File Spec	Data Group Name	DG ID
118	Homeless students enrolled table	655
170	McKinney-Vento subgrant recipient flag	754
194	Young homeless children served (McKinney-Vento) table	818

- Migrant Education Program**

The data groups in this section support oversight and reporting of the Migrant Education Program (MEP).

File Spec	Data Group Name	DG ID
054	MEP students served 12-month table	102
121	Migratory students eligible 12-month table	634
145	MEP services table	684
165	Migratory students eligible regular school year table	110
165	Consolidated MEP funds status	514

**Updated!** The following file specification has been retired.

File Spec	Data Group Name	DG ID
122	MEP students eligible and served summer/intersession table	635



### • Neglected or Delinquent Program

The data groups in this section support oversight and reporting of the Prevention and Intervention Programs for the Education of Children and Youth Who Are Neglected, Delinquent or At-Risk Program (N or D) (under *ESEA*, as amended by ESSA, Title I, Part D, Subparts 1 and 2), a formula grant program to provide supplementary educational services to children and youth in state-run institutions to ensure a successful transition to school or the workforce. This section does not include programs funded solely through Title I, Part A.

File Spec	Data Group Name	DG ID
113	N or D academic achievement table - State Agency	628
119	N or D participation table – State Agency	656
125	N or D academic achievement table – LEA	629
127	N or D participation table – LEA	657
180	N or D academic and vocational outcomes in programs table – LEA	782
180	N or D academic and vocational outcomes in programs table – State Agency	783
181	N or D academic and vocational outcomes exited programs table – LEA	784
181	N or D academic and vocational outcomes exited programs table – State Agency	785

### • Non-Fiscal Common Core of Data

The data groups in this section comprise most of the Non-Fiscal Common Core of Data (CCD) data collected through the ESS. CCD is a program that annually collects fiscal and non-fiscal data about all public schools, public school districts and SEAs in the United States. The data are supplied by SEA officials and include information that describes schools and school districts, including name, address, and phone number; descriptive information about students and staff, including demographics; and fiscal data, including revenues and current expenditures. *EDFacts* collects only non-fiscal data for CCD.

File Spec	Data Group Name	DG ID
032	Dropouts table	326
033	Free and reduced-price lunch table	565
033	Direct certification	813
040	Graduates/completers table	306
052	Membership table	39
059	Staff FTE table	528
059	Teachers (FTE)	644
129	Magnet status	24
129	Virtual school status	803
129	NSLP status	791
129	Shared time status	573

- Gun-Free Schools Act**

The data groups in this section relate to the Gun-Free Schools Act (GFSA).

File Spec	Data Group Name	DG ID
130	Persistently dangerous status	36
086	Students involved with firearms table	596
163	GFSA reporting status	603

- Title I Program (Non-Accountability Provisions)**

The data groups in this section support oversight and reporting of the Title I Program excluding the accountability and reporting which are in separate sections in this workbook.

File Spec	Data Group Name	DG ID
037	Title I SWP/TAS participation table	548
129	Title I school status	22
134	Title I participation table	670
193	Title I, Part A Allocations	797
193	Parental involvement reservation	788

- Charter Schools and Districts**

The data groups in this section support oversight and reporting of charter schools. Only states with charter legislation report these data groups.

### *Charter Appropriation*

File Spec	Data Group Name	DG ID
207	State appropriation	845

### *Charter Authorizers*

Charter schools are linked to charter authorizers through the directory.

File Spec	Data Group Name	DG ID
190	Charter authorizer name	798
190	Charter authorizer address location	805
190	Charter authorizer address mailing	806
190	Charter authorizer type	807
190	Charter authorizer identifier (state)	808

### *Management Organizations*

Charter schools are linked to management organizations through FS197 Crosswalk of Charter Schools to Management Organizations.

**Definition**

A management organization is an organization that is a separate legal entity that 1) contracts with one or more charter schools to manage, operate, and oversee the charter schools; or 2) holds a charter, or charters, to operate a network of charter schools.

File Spec	Data Group Name	DG ID
196	Management Organization Name	825
196	Employer identification number (EIN)	826
196	Organization address locations	827
196	Organization address mailing	828
196	Management organization type	829
197	Crosswalk of Charter Schools to Management Organizations	833

**Charter Contracts**

File Spec	Data Group Name	DG ID
198	Charter Contract ID Number	830
198	Charter Contract Approval Date	831
198	Charter Contract Renewal Date	832
198	State Code	559

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### 3. EDFacts Metadata and Process System (EMAPS)

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The EDFacts Metadata and Process System (EMAPS) (<https://emaps.ed.gov/suite/>) collects EDFacts metadata used to define state-specific parameters for reporting data in ESS files. EMAPS also contains the State Submission Plan (SSP) and collects some data for IDEA. EMAPS access is granted to users for specific collections. Under the EDFacts Collection, the following data are collected using EMAPS.

EMAPS Survey Name
IDEA Part B Dispute Resolution
IDEA Part B Maintenance of Effort (MOE) & Coordinated Early Intervening Services (CEIS)

In addition, metadata are collected in the following surveys:

EMAPS Survey Name
CCD Grades Offered and Graduates/Completer Survey
Gun-Free Schools Act Survey (GFSA)
IDEA State Supplemental Survey (SSS)
State Submission Plan (SSP)
Assessment Metadata Survey

There are three ways to access EMAPS: (1) through the [EMAPS Website](#) directly, (2) a direct link from ESS, or (3) through the [EDFacts Initiative site](#). EDFacts Coordinators may contact PSC and request access for additional users. If the EMAPS link is selected within ESS, a different authentication process is used, and a unique username and password will need to be entered. To reset a password, click the “*I forgot my password*” link and enter a user ID (not an email address).

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## 4. Common Processes Overview

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This section discusses a number of common EDFacts processes and contains templates to assist with process notifications.

### 4.1 Standard Notification Templates

PSC requests standard information for general requests submitted by states to the Department. The following templates provide the information that is needed when requests or notifications are escalated to the Department. When contacting PSC for these requests, please provide the information in the template.

- **Deletion Request**

Deletion requests are required when submitted data for an educational unit should not have been included in a file submission. If data for an SEA, LEA or SCH level file needs to be updated or an LEA or school needs to be added, simply resubmit the corrected file in ESS. To submit a deletion request to PSC, please provide the following information:

- File(s)
- Level(s)
- School Year(s)
- NCES ID's for schools/LEAs that need to be deleted
- Detailed reason explaining why the deletion is needed
- Date that the state will be able to submit correct data, if applicable
- Did a deletion happen last year? If so, why?
- If a whole entity will be deleted from the directory, were any other files submitted against that entity? Will those files need to be resubmitted?

- **Data Resubmission for an Archived School Year**

- File(s)
- Level(s)
- School Year(s)
- Detailed REASON for the resubmission request from the SEA (WHY does the data/files need deleted?)
- Impact on the data – How much does this resubmission change the data?
- Is a deletion needed before the resubmission?

- **File Submission Error(s)**

After submitting a file which has a submission error, and determining that the data are correct, states may leave a comment regarding the data anomaly. These comments should be entered in the *Data Anomaly Comments* field of the SSP in EMAPS.

**NOTE!** If your state's Submission Error Report has been flagged by several submission errors and all submitted data are correct, enter a detailed note in the SSP. Contact PSC if you have additional questions.

- **Data Resubmission Notification**

Sometimes after data have been submitted and the deadline for a file has passed, states determine that they must resubmit a file. If a file is resubmitted, please enter a comment in the *General Comments* field for each resubmitted file in the SSP in EMAPS. The comment should include details around what data were resubmitted and why.

- **Late File Submission Notification**

If a file will not be submitted by the submission the deadline, update the SSP in EMAPS for that file to indicate the expected submission date and a note the reason for the delay should be entered in the *Not Timely Comments* field. This will automatically generate an email that will be sent to the Department with this information. If there are any follow up questions from the program office based on the information the state submitted into the SSP, PSC will contact the state on ED's behalf.

- **New EDFacts Coordinator**

Please provide PSC timely notifications of new EDFacts Coordinators to ensure accounts are set up and training is provided. PSC will need the following information for these requests:

- Full Name
- Phone Number
- Email address
- State or Entity
- Who are you replacing as Coordinator? Does that person still require access to any EDFacts applications?

- **New IDEA Data Manager/Access to OMB Max**

Please provide PSC timely notifications of new IDEA Part B or Part C Data Managers to ensure accounts are set up. PSC will need the following information for these requests:

- Full Name
- Phone Number
- Email address
- State or Entity
- Are you a new IDEA Part B or Part C Data Manager?
- Who are you replacing as Data Manager?
  - Does that person still require access to any EDFacts applications?

- Does that person still require access to OMB MAX?

- **New SPP/APR Coordinator – Part B and Part C**

The EDFacts Partner Support Center also assists SEAs with the SPP/APR data collection for Part B and Part C.

Please provide PSC timely notifications of new Part B State Directors or Part C State Coordinators to ensure APR Tool accounts are set up. PSC will need the following information for these requests:

- Full Name
- Phone Number
- Email address
- State
- Which APR? Part B SPP/APR or Part C SPP/APR?
- Who are you replacing Part B State Director or Part C State Coordinator?
  - Does that person still require access to the APR Tool?
- Level of permission? (View User, Data Entry User, Submission User, Super User)

## 5. Frequently Asked Questions (FAQs)

### What if my state cannot submit data due to COVID-19?

ED strongly discourages states from submitting incomplete placeholder data for any of the files in order to meet a reporting deadline. If you are unable to report a required file, please update your SSP or contact PSC if there are additional questions.

### Where can I find additional information regarding COVID-19?

There is a [COVID-19 Website](#) available that is full of resources and reference documents regarding COVID-19 impacts on the EDFacts Community.

### Before submitting a file to ESS, how do I determine which other files are used in cross-checking within ESS?

Open the [Business Rules Single Inventory](#) Excel spreadsheet. Scroll right to the column titled **FS**. In the filter drop down menu (click the downward arrow icon within the column title), enter the desired File Specification number in the Search box. This procedure will provide the list of all cross-file edit checks on a given file (other than current year-to-prior year checks of the same file).

**NOTE!** To view all **New** rules, filter **Changes for Current SY** column to only include the **New** status. To narrow your search from here, for example, filter on **System of publication** or **DQ Phase**.

System of publication	Scope	Rule ID	FS	DG	Data Source - EMAPS Survey	Question Number	Definition
ESS		S002-R02	002, 029	16, 74, 571	NA	NA	The edit identifies when a student count is submitted for a LEA with an Operational Status of Closed (value = 2), Inactive
ESS		S002-R17	002, 052, 089	39, 74, 613	NA	NA	The edit identifies when the Children with Disabilities student count represents more than 25% of total LEA student
ESS		S002-R18	002, 052, 089	39, 74, 613	NA	NA	The edit identifies when the Children with Disabilities student count represents more than 25% of the total school
DMS	IDEA	D92	002, 089	74, 613	NA	NA	Total membership = 0 or not applicable and value <> 0 and not applicable.
DMS	IDEA	D93	002, 089	74, 613	NA	NA	Total membership = missing and value <> missing. The count of IDEA Students > 0 and your LEA Membership is = Missing.
DMS	IDEA	D99	002, 089	74, 613	NA	NA	Total membership > 0 and ratio of IDEA students/total students > 25%
DMS	IDEA	D100	002, 089	74, 613	NA	NA	Sum of memberships for agency's schools > 0 and ratio of IDEA students/(sum of school memberships) > 25%
DMS	Membership, IDEA	D141	002, 052, 089	39, 74, 613	NA	NA	Edit analyzes the variability of total special education students (IDEA) as a percent of membership over a 5 year time
IDEA DQ	Part B Child Count LEA	PartB-CC-053	002 029	74 16	NA	NA	Education Unit Total (EUT) must be reported for each operational LEA with appropriate membership.
IDEA DQ	Part B Child Count LEA	PartB-CC-056	002 089	74 613	NA	NA	The Education Unit Total (EUT) reported for an LEA for SY 2018-19 should not change significantly (more than 50 units and

Figure 5-1 – File Specification Filter within BRSI Excel Spreadsheet

### How many ESS users may a state have? How do I request a new account?

The state is not limited to how many users they may have with ESS access. The state EDFacts Coordinator must contact PSC to request a new account be created and specify the type of ESS access required. In that request, include the new users name, email address and ESS role.



**Why does the file I am submitting still receive validation errors in ESS after the File Format Checker reported the file had no errors?**

The main purpose of the File Format Checker is to identify errors associated with the way the file is formatted. It will identify some validation errors, such as an incorrect permitted value, but it is not designed to identify all validation errors since this functionality exists in ESS.

**When I receive a File Format error, what are some troubleshooting tips?**

When a data transmission is flagged as having format errors, PSC looks for the following commonly found errors:

- The number of records in the file does not match the number of records noted in the header record.
- Occurrences of **hidden** spaces or tabs to the far right of header or data records.
- The use of single quotes in the file.
- There is no carriage return/line feed at the end of the last record.
- The file name does not match the name noted in the header record.
- The number of spaces and values in the **header record** do not match the header record definition noted in the File Specification. Common problems are using the incorrect **SY** File Specification or the incorrect **level** (SEA, LEA or school).
- The number of spaces and values in the **data records** do not match the data record definition noted in the file specification. Common problems are using the incorrect **SY** File Specification or the incorrect **level** (SEA, LEA or school).
- Additional white space between filler fields.

The TA document *Tips for Creating EDFacts Files* can be downloaded from the [EDFacts Community Website](#). Contact PSC when you cannot determine the problem; they will help you continue troubleshooting the file.

**My file is stuck in a *Received* status; why has it not processed yet?**

ESS can only process a certain number of files at one time. Files that have yet to process will remain in a **Received** status until it is that file's turn to be processed. When states submit several large files, some submissions may stay in a **Received** status for several hours. If your file remains in a **Received** status for over 24 hours, contact the PSC.

**NOTE!** After a file submission deadline, a snapshot of the database will be taken which can take several hours. Files submitted during the time the snapshot is taken will appear to be on hold in a **Received** status while they are waiting for the database to be restarted and files to be processed.

**My file is receiving a *Database Exception* status. What do I do?**

A **Database Exception** is an unexpected error. If a **Database Exception** occurs, contact PSC for assistance.

### **Where are the Match and Edit Reports in ESS?**

The Match and Edit Reports are located in the Submission Error Report on the Reports tab. They include:

- Match Error Report: This displays LEA and school match problems. This is isolated to resolving Directory discrepancies.
- Summary Report: This displays all other tabs (worksheets) that were previously available in the CCD Match Summary Workbook.
- Edit Reports: Once Directory Match Error issues are resolved; Edit Reports will be available. There are three individual Edit Reports: State, Agency and School.

Match errors can be viewed in ESS and corrected as necessary but should be responded to in the [Data Management System \(DMS\)](#). For additional information, reference the [DMS User Guide](#).

The submission edits are processed nightly in ESS and the SY Reports can be reprocessed as needed by clicking the **Regenerate** hyperlink to refresh the Match report data.

### **How often is the EDFacts Submission Error Report refreshed?**

If a state submitted a file to resolve an error(s) on the Submission Error Report, the report will refresh within approximately one hour after the file is successfully submitted, and the state can determine if the new file submission resolved the error(s).

### **My state's Submission Error Report has been flagged by several Submission Errors. I have verified all my submitted data are correct, but I am still receiving errors. How do I address these errors?**

Errors appearing in the Submission Error Report must be addressed. If you think an error is firing by mistake and you are certain that your submitted data are accurate, enter a detailed note in the SSP. Contact PSC if you have additional questions

### **My state's Submission Error Report has been flagged with errors and warnings. I submitted corrected data and the errors no longer appear; how should I address the warnings? When will the warnings drop off my state report?**

Warnings are flagged when data appears unusual or unexpected. States must review the data to determine if the data are accurate. If the data are accurate, no update is needed, but a note should be added to the SSP in EMAPS to provide context to ED on why the data are reported as such.

### **When I submitted an LEA or school level replacement file, it did not remove the LEAs (or schools) that I had inadvertently submitted with the initial file. What should I do?**

When re-submitting a file to ESS, only the education units in that file are updated. For example, if the original submission contained 100 schools' worth of data, and the second submission contains data for 90 of those schools, only the data for those 90 schools are updated. The data for the remaining 10 schools are left unchanged in the EDFacts database.

This is beneficial as users can make corrections to the data of individual schools or LEAs, eliminating the need to resubmit the data for all entities. For example, if after submitting the LEA membership file it's discovered that a district was left out of the file, simply submit a file that contains the data for that one district.

One setback of this function is that one file submission may not completely overwrite a previous submission. If it's discovered that data for a school or LEA was submitted that should not have been submitted at all, this cannot be corrected by leaving that school or LEA out of the next file submission. When an entity is left out of an LEA or school level submission, the system does not make any updates to the data for the entity that is already in the database.

If data submitted to ESS needs to be revised, make the revisions by resubmitting the data for that school or LEA. On the other hand, if you discover that data submitted to ESS should not have been submitted in the first place, you will not be able to correct this through a file submission; you will need to have the data removed by contacting PSC.

**What should I do if I have data in ESS that needs to be removed?**

To remove data from ESS, send a deletion request via email to PSC. Here is a quick template to make the request simplified:

- School year:
- File(s)
- Level(s) of the file requires a deletion:
- Detailed justification or a reason for the removal of the data:
- If a resubmission is needed, when will the state be able to resubmit the data?

Deletions can be processed either by educational unit or by an entire file but cannot be processed by submission date. PSC will process the request through the necessary channels to ensure that the impacted program offices are aware and approve of the deletion request. As a reminder, SEA level data does not require a deletion. Simply update the data in the file and resubmit as SEA level data overwrites entirely.

**I inadvertently submitted an incorrect NCES ID for a school or LEA. How do I fix this?**

Contact PSC to request a deletion of the entity submitted with an incorrect NCES ID in order to resubmit the FS029 – Directory file with the correct information. NCES IDs cannot be corrected in ESS by file resubmission.

**I thought NCES IDs were optional; why is ESS indicating they are mandatory?**

When submitting directory data, NCES identifiers are mandatory for all schools and LEAs unless the school or LEA has one of the following School Year Start Operational statuses:

- New (if not **Future** in the prior year)
- Added
- Future (only in the first year)

**Other than for technical assistance, why should I contact PSC?**

PSC provides online training for new EDFacts Coordinators and EDFacts Submitters. The training is typically 90 minutes in duration, covering a range of topics from an overview of all EDFacts tools to troubleshooting transmissions to state-specific information such as submission status. Contact PSC to schedule a one-on-one online training session.

If you have a suggestion for a change or enhancement that will make EDFacts and ESS work better for the states. Your suggestion will be logged and communicated to the EDFacts Change Review Board (ECRB). The ECRB will periodically review requests to determine if resources and priorities allow for implementation. When approved enhancements are activated, PSC will notify states in the PSC Support Update.

If you have individuals in your state who would like to start receiving the PSC Support Update.

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## Appendix A: Standard Data Definitions

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As part of the drive to streamline data collections across the Department, EDFacts has standardized several definitions used throughout the EDFacts data groups. Although some of the previous definitions were similar, they were not identical, and states following the reporting requirements for various Program Offices to the letter often were required to classify students differently for different programs. This standardization of data definitions will reduce recordkeeping and reporting burden on the states, ultimately increasing the level of data quality.

- **Children with Disabilities (*IDEA*)**

Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (*IDEA*) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.<sup>1</sup>

Definition adapted from PL 108-446, Section 602(3), 34 C.F.R. Part 300.8(a)(1).

- **Disability Categories Under *IDEA***

Some files collect data by disability categories under *IDEA* (*IDEA* Section 300.8(c)(1-13)). Not all states use all disability categories allowed by *IDEA* (e.g., other health impairment; developmental delay for a subset of the allowable ages). Below are the definitions of the disability categories.

**Autism** — This refers to a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

**Deaf-blindness** — This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for children with blindness or for children with deafness.

**Deafness** — This refers to a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

**Developmental delay** — A child with a developmental delay, as defined by the Individuals with Disabilities Education Act, is a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development.

**NOTE!** A state may only use this disability category for children with disabilities (*IDEA*) ages 3 through 9.

**Emotional disturbance** — This refers to a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a child's educational performance: (1) an inability to learn, which cannot be explained by intellectual, sensory or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. This term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance.

**Hearing impairment** — This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

**Intellectual disability** — This refers to significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term "intellectual disability" was formerly termed "mental retardation."

**Multiple disabilities** — This refers to concomitant impairments (e.g., intellectual disability-blindness, intellectual disability -orthopedic impairments) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.

**Orthopedic impairment** — This refers to a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations and fractures or burns that cause contractures).

**Specific learning disability** — This refers to a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include learning problems that primarily result from visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

**Speech or language impairment** — This refers to a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child's educational performance.

**Traumatic brain injury** — This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.



**Visual impairment** — This term, including blindness, means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

**Other health impairment** — This refers to having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (ii) adversely affects a child's educational performance.

- **English Learner Students**

In coordination with the state's definition based on Section 8101(20) of the ESEA, as amended by the ESSA, the term 'English learner', when used with respect to an individual, means an individual –

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (*who is i, ii, or iii*)
  - (i) who was not born in the United States or whose native languages are languages other than English;
  - (ii) (*who is I and 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 come 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 (*who is denied i or ii or iii*)<sup>2</sup>
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

**Tip!** To be classified as an English learner:

- An individual must be A, B, C, and D.
- For C, an individual can be i, ii, or iii.

<sup>2</sup> Must be determined by a valid assessment



- *If C-ii, the individual must be I and II.*
- *For D, an individual must be denied i or ii or iii.<sup>3</sup>*

### • **Migratory Children**

According to sections 1115(c)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2), 1115(b), and 1309(2) of the statute and 200.103(a) of the regulations, a child is a "migratory child" and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law or the child is not yet at a grade level at which the LEA provides a free public education; *and*
3. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so with, or to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; *and*
4. With regard to the qualifying move identified in paragraph 3 above, the child moved due to economic necessity from one residence to another residence, and:
  - a. From one school district to another; or
  - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence.

### • **Homeless students**

Children/youth who lack a fixed, regular, and adequate nighttime residence, and includes:

- (1) students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- (2) students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (3) students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

<sup>3</sup> Statutory reference – Section 8101(20) of *ESEA*

(4) migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above.<sup>4</sup>

- **Covered State for McKinney-Vento**

To be considered a covered state, the state must have statutory law that defines or describes the phrase, “awaiting foster care placement” for purposes of a program under the McKinney-Vento Act. [P.L. 114-95, Section 9501(c)]

- **Children in foster care**

“Foster care” means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV–E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and proadaptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.

- **Students who are military connected**

A student with a parent who is a member of the armed forces on active duty or serves on full-time National Guard duty, where “armed forces,” “active duty,” and “full-time National Guard duty” have the same meanings given them in 10 U.S.C. 101(a)(4), 101(d)(1), and 101(d)(5).

<sup>4</sup> As defined by MV Homeless Education Assistance Act of 2002, Subtitle B of Title VII, Section 725

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## Appendix B: State Abbreviations and State Codes

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State name	State code	State abbreviation
ALABAMA	01	AL
ALASKA	02	AK
ARIZONA	04	AZ
ARKANSAS	05	AR
CALIFORNIA	06	CA
COLORADO	08	CO
CONNECTICUT	09	CT
DELAWARE	10	DE
DISTRICT OF COLUMBIA	11	DC
FLORIDA	12	FL
GEORGIA	13	GA
HAWAII	15	HI
IDAHO	16	ID
ILLINOIS	17	IL
INDIANA	18	IN
IOWA	19	IA
KANSAS	20	KS
KENTUCKY	21	KY
LOUISIANA	22	LA
MAINE	23	ME
MARYLAND	24	MD
MASSACHUSETTS	25	MA
MICHIGAN	26	MI
MINNESOTA	27	MN
MISSISSIPPI	28	MS
MISSOURI	29	MO
MONTANA	30	MT
NEBRASKA	31	NE
NEVADA	32	NV
NEW HAMPSHIRE	33	NH
NEW JERSEY	34	NJ
NEW MEXICO	35	NM
NEW YORK	36	NY

State name	State code	State abbreviation
NORTH CAROLINA	37	NC
NORTH DAKOTA	38	ND
OHIO	39	OH
OKLAHOMA	40	OK
OREGON	41	OR
PENNSYLVANIA	42	PA
RHODE ISLAND	44	RI
SOUTH CAROLINA	45	SC
SOUTH DAKOTA	46	SD
TENNESSEE	47	TN
TEXAS	48	TX
UTAH	49	UT
VERMONT	50	VT
VIRGINIA	51	VA
WASHINGTON	53	WA
WEST VIRGINIA	54	WV
WISCONSIN	55	WI
WYOMING	56	WY
AMERICAN SAMOA	60	AS
BUREAU OF INDIAN AFFAIRS	59	BI <sup>5</sup>
DEPARTMENT OF DEFENSE	63	DoD <sup>10</sup>
GUAM	66	GU
MARSHALL ISLANDS	68	MH
MICRONESIA	64	FM
NORTHERN MARIANAS	69	MP
PUERTO RICO	72	PR
REPUBLIC OF PALAU	70	PW
VIRGIN ISLANDS	78	VI

<sup>5</sup> Not official U.S. Postal State Abbreviations. The state abbreviations for the Department of Defense (overseas) schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense (domestic) schools and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

## Appendix C: EDFacts Glossary

Term	Topic	Description
Category	EDFacts	A data category (category) characterizes a count, dollar value, or percentage rate in an EDFacts data group. A data category is a grouping that an SEA uses to aggregate data before the SEA sends the data to ED.
Category set	EDFacts	A data category set (category set) is a combination of data categories (e.g., racial ethnic by grade level).
CCD	ED	Common Core of Data collected by the National Center for Education Statistics (NCES)
CWD	ED	Children with disabilities ( <i>IDEA</i> )
Data group	EDFacts	An EDFacts data group is a specific aggregation (i.e., group) of related data that are stored in EDFacts to satisfy the specific information need of one or more ED program offices. An EDFacts data group does not represent a single data entry but rather a set of related data entries. Each EDFacts data group is intended to be discrete, concise, universally understood, and non-redundant.
Data record	EDFacts	Detailed information, in a specified order and format, for an education unit.
EDFacts Coordinator	EDFacts	Official SEA contact for EDFacts
Education unit	EDFacts	An individual education entity such as a SEA, LEA, or school.
Education unit level	EDFacts	Tier in the education hierarchy—school, LEA, or SEA level.
EMAPS	EDFacts	EDFacts Metadata and Process System
English Learner (EL)	ED	As defined in Appendix A (formerly referred to as “Limited English Proficient”).
ESEA	ED	Elementary and Secondary Education Act of 1965, as amended
ESS	EDFacts	EDFacts Submission System
ESSA	ED	Every Student Succeeds Act (ESSA) - reauthorizes Elementary and Secondary Education Act (ESEA).
File specification	EDFacts	A document that outlines the files, record layout and data elements in the record layouts.
IDEA	ED	Individuals with Disabilities Education Act
LEA	ED	Local education agency
MEP	ED	Migratory Education Program
NCES	ED	National Center for Education Statistics

Term	Topic	Description
OMB	Federal	U.S. Office of Management and Budget—the approval authority for all data collections; administers and enforces the <i>Paperwork Reduction Act</i> of 1995.
PSC	EDFacts	Partner Support Center
Reporting period	EDFacts	The specific date or period of time for which data are reported.
SCH	EDFacts	School
SEA	ED	State education agency
SEA submitter(s)	EDFacts	Person(s) the SEA has approved to submit files and access the secure part of the ESS Portal. Each submitter receives a personal USER ID and PASSWORD from ED.
SSP	EDFacts	State Submission Plan
Steward	ED	Office or person with the primary responsibility for a data group.
Submission	EDFacts	A set of related data belonging to only one education unit (i.e., one school or one LEA), for one school year and for one file. For example, Membership data for a single school for the SY 2020-21, or current year status data for an LEA for the SY 2020-21.
SWP	ED	School-wide program for Title I
SY	ED	School Year
TAS	ED	Targeted Assistance Schools for Title I

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## Appendix D: Missing Zeroes and NA

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### • Introduction

For EDFacts data to be interpreted and analyzed, it is important for users to be able to distinguish between when data do not exist, when data are missing or when there are zero counts. That need is balanced by the desire to minimize the reporting burden on SEAs. Below is a description of how data are interpreted for missing, zeros, and when a combination is not applicable.

### • Reporting Data as MISSING

Data reported as missing indicates that the data are expected but not available at the time of submission.

For metric files:

- Submit **-1** to indicate data are missing.
- Include a note in the EMAPS State Submission Plan (SSP) to explain why the data are missing and when they will be submitted.

Status Files will include a permitted value of **MISSING** to indicate that the data are unavailable at that time.

If **MISSING** is used for a category, then no other valid values can be reported for that category or category set in the same Education Unit.

### • Reporting Zeros

Zero counts are required for some EDFacts files, especially those used for statistical analysis such as assessment or Common Core of Data (CCD). They signify that data are available and applicable for a given school or LEA, however no students or staff are defined in that particular category.

- **Zeros** are always required for SEA level files unless the burden is considered unreasonable, for example, with language codes.
- **Zeros** are only required at the LEA and school levels when there is a significant business need.

The Core Requirements table (Section 2.2) of the file specifications indicates whether **zero counts** are required and if there are any exceptions to the **zero count** reporting. Failure to provide **zero counts**, when required, may result in submission errors.

### • Reporting NULL Data

At the LEA and School Level, when zeros are not required, the omission of a combination that is valid in the state is interpreted as **zero**.

*Example-* Zero Exception: In the Membership file (FS052) at the school level, **zero counts** are required. A zero exception exists for grade level, thus only applicable grades for that school are reported.

If a school that offers seventh grade has no *seventh grade American Indian male* children, the school file must still include a row for this category with a count of **zero**. If the school, however, does not have a seventh grade, then all the rows of data associated with the seventh grade can be omitted for the LEA and school level files.

- **Using NA (Not Applicable)**

All data group combinations with *counts* are considered applicable unless the SEA informs ED otherwise.

- For metric files, states must indicate when data are not applicable, either through the appropriate *EMAPS* metadata survey or by way of notes in the SSP.
- Some status files include a permitted value of ***Not Applicable***

***NOTE!*** In both metric and status files, some data elements are identified as ***optional*** in the Data Record Format. These data are still required, though, may not apply to all schools.





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