



U.S. DEPARTMENT OF EDUCATION

***EDFacts* Workbook and Frequently
Asked Questions (FAQs)**

Version 2.1

SY 2023-24

April 2024

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2.1	April 2024	Appendix A: Updated definition of military connected status

PREFACE

The “EDFacts Workbook and Frequently Asked Questions (FAQs) SY 2023-24” is a reference guide to using the EDPass application to upload and submit data, resolve data quality errors, upload data notes, and maintain the annual State Submission Plan (SSP) for school year (SY) 2023-24, as well as a list of frequently asked questions. States began reporting data to the U.S. Department of Education (ED) using EDPass with SY 2022-23. EDFacts is a centralized data collection system used by the National Center for Education Statistics and grant making offices across ED to gather survey and administrative data. Data are reported by SEAs and include data at the SEA, local educational agency (LEA), and/or school level.

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

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

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.

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1. Introduction

This document provides information on how to upload data files, enter metadata, resolve data quality errors, maintain the annual State Submission Plan (SSP), upload data notes, and submit data through the EDPass application for SY 2023-24. A glossary of EDFacts terminology appears in Appendix B.

1.1 Partner Support Center (PSC)

To assist states with data upload, metadata entry, 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. PSC distributes a bi-weekly Support Update that includes submission reminders, system upgrade announcements, upcoming webinars, and other helpful information. State education agency (SEA) staff members who use EDPass will automatically receive these announcements. PSC also hosts informative webinars, office hour sessions, and serves as a liaison between the states and ED.

PSC also provides technical assistance through the [EDFacts Community of Practice Site](#). The EDFacts Community of Practice site (known as EDFacts CoP) 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)

Email: EDFacts@ed.gov

Telecommunication Relay Services (TRS): *If deaf, hard of hearing, or have a speech disability, please dial 7-1-1 to access telecommunications relay services.*

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

1.2 Technical Assistance

Resources available on the EDFacts Initiative Website:

- EDPass Release Notes – These documents will provide a description of the technical enhancements included in each release of EDPass.

Resources available on EDFacts Community of Practice Site:

Accessing resources on the EDFacts CoP site does not require a login; however, logging into the EDFacts CoP 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.

Visiting the [EDFacts CoP](#) site is highly recommended. If you do not yet have a login and want to join the EDFacts CoP, please contact PSC.

- **[Data Submission Organizer](#)**: Lists the due date for each File Specification and metadata collections by school year, as well as the level at 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.
- **[EDFacts Modernization Corner](#)**: Contains resources related to the modernization efforts of the EDFacts data collection including past webinars, webinar recordings, and supporting documentation.
 - EDPass Bulletin Board: Provides helpful hints and technical support related to EDPass; maintained daily during data collection windows.
- **[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 upload data files to EDPass. 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.

1.3 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 2022-23, 2023-24 and 2024-25. This data collection activity is approved until June 30, 2025. The data approved for collection by EDFacts includes data submitted by SEAs through EDPass and through the EDFacts Metadata and Process System (EMAPS).

The complete package information can be found at [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
Data Groups & Categories	Attachment A Data Groups and Categories 2022-23 to 2024-25.xlsx	Excel format – Includes all data groups and categories collected from SEAs.
Other-Data Groups & Categories pdf	Attachment A Data Groups and Categories 2022-23 to 2024-25 in PDF.pdf	PDF format – Includes all data groups and categories collected from SEAs.
Other-Directory	Attachment B Directory EDFacts 2022-23 to 2024-25.docx	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	Attachment C EMAPS Collections 2022-23 to 2024-25.docx	Includes a description of and questions for the metadata collections included as part of EDFacts.
Other-Overview	Attachment E Overview and Explanation EDFacts 2022-23 to 2024-25.docx	Overview and Information to Assist Reviewers – Contains an explanation of the EDFacts data set.

2. EDPass Application

The EDPass application is used to upload data files, collect metadata, resolve data quality issues, maintain the SSP, provide data notes, and submit data to ED.

EDPass can be accessed at the following link: [EDPass – Login](#)

2.1 SEA User Roles

There are two types of user roles assigned to SEA user.

- **SEA EDPass Manager** – This role gives the SEA user access to:
 - All EDPass functions and data areas
 - Administrative access to manage SEA user roles and accounts
 - Limit of 2 users assigned to this role per SEA
- **Other SEA User** – Allows a user to have general access to EDPass with permissions aligned with the specific functions and data areas designated by the SEA EDPass Manager.

NOTE! Users must first establish a secure Login.gov account to log into EDPass.

2.2 EDFacts File Specifications

The EDPass File Specifications can be downloaded from the [EDFacts Initiative website](#). Links for EDPass File Specifications are also available in the [Data Submission Organizer \(DSO\)](#) in the EDFacts CoP site.

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

File Specifications are listed on the website as either EDPass File Specifications – Active or EDPass File Specifications – Inactive. Inactive files are moved to the *EDPass File Specifications – Active* section as files are unlocked in EDPass. 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 may require an update during the collection year due to updated or enhanced policy, mid-year changes, or to fix technical problems/defects. File Specifications are version controlled. To ensure the use of the correct version, reference the version number of the File Specification.

NOTE! Data has been collected in EDPass beginning with SY 2022-23 data.

2.3 Directory / Grades Offered Files

This section provides a basic outline of the Directory file in EDFacts and does not substitute reading the FS029 – Directory File Specification when building and uploading Directory files. For detailed information regarding the Directory file, please

see the FS029 – Directory File Specification on the [EDFacts SY 2023-24 File Specifications](#) page, and [Attachment B Directory EDFacts 2022-23 to 2024-25](#).

EDFacts maintains a four-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 Common Core of Data (CCD)
- (3) School (SCH)
- (4) Charter Collection

NOTE! Some states have schools that do not fit into the EDFacts four-tier system. Contact the PSC with any questions regarding this issue.

NEW! In EDPass the required order of the directory and charter data file upload is as follows:

1. SEA Directory is rolled over year to year – *no action required by the SEA.*
2. LEA Directory (FS029) – With supervisory unions^[1]
 - An LEA record must exist before schools belonging to that LEA can be uploaded.
 - An LEA record must exist before any other data can be uploaded for that LEA
 - If a state has supervisory unions, a file transmittal with the LEAs that are supervisory unions must be uploaded *before a file transmittal with the subordinate LEAs can be uploaded.*
3. LEA Directory (FS029) – With subordinate LEAs
4. Charter Authorizer Roster (FS190) if applicable
 - Charter Authorizers are associated with charter schools in the school directory. The charter authorizers must already exist before uploading the school directory.
5. School Directory (FS029)
 - A school record must exist before any other data can be uploaded for that school
6. Management Organization Roster (FS196) if applicable
 - Management Organization Roster must be submitted before Crosswalk of Charter Schools to Management Organizations (FS197).

^[1] SEAs with no supervisory unions and subordinate LEAs can upload its LEAs in a single LEA 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 uploading and submitting all other files.

All school and LEA directory data are specific to a single school year. This satisfies ED's need for an **annual** survey for CCD. Business rules will be used to match one institution in a school year to the same institution in the prior school year. Business rules at the LEA and school levels check to verify that the status for each entity for the current year align with the status for that same entity in the prior year (in alignment with Appendix Table C-1 of the FS029 – Directory File Specification). These are described in more detail in the guidance section of the Directory File Specification.

NOTE! SY 2020-21 and 2021-22 Directory Extract Reports are available in EMAPS for FS029 Directory and FS039 Grades Offered data. In EDPass, the NCES IDs and the Directory and Grades Offered report are available via the *Download Data* option from the Data submission List kebab menu (see the EDPass User Guide for instructions).

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	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

2.4 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	Data Group Name	DG ID
206	Comprehensive support and targeted support schools	842
212	Comprehensive Support and improvement identification	866
212	Target Support and improvement identification	867
212	Additional Targeted Support and Improvement identification table	888

Other Accountability

File Spec	Data Group Name	DG ID
132	School Improvement Funds 1003(a)	794
160	HS graduates postsecondary enrollment table	739
195	Chronic absenteeism table - SEA/LEA	887
195	Chronic absenteeism table - School	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	839
205	Progress achieving English language proficiency indicator status table	837
226	Economically disadvantaged students	56

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

Required

If an SEA has adopted one or more extended-year Adjusted Cohort Graduation Rate (ACGR) as part of the SEA's approved ESEA consolidated State plan for the reporting year, the SEA reports each extended-year ACGR included in the State plan. Do not report extended-year ACGRs not included in the State's approved ESEA consolidated State plan for the reporting year. If an SEA submits extended year data, the SEA must submit both the rate data in FS150 and the cohort data in FS151. The 5011 - ACGR metadata collection is pre-populated with the expected extended-year ACGRs per State plan.

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**Required**

File Spec	Data Group Name	DG ID
175	Academic achievement in mathematics grades 3-8 table	874
175	Academic achievement in mathematics HS table	875

File Spec	Data Group Name	DG ID
178	Academic achievement in reading/language arts grades 3-8 table	876
178	Academic achievement in reading/language arts HS table	877
179	Academic achievement in science grades 3-9 table	878
179	Academic achievement in science HS table	879
185	Assessment participation in mathematics grades 3-8 table	880
185	Assessment participation in mathematics HS table	881
188	Assessment participation in reading/language arts grades 3-8 table	882
188	Assessment participation in reading/language arts HS table	883
189	Assessment participation in science grades 3-9 table	884
189	Assessment participation in science HS table	885

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 Fund Use Authority (AFUA) 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

File Spec	Data Group Name	DG ID
143	Children with disabilities (IDEA) total disciplinary removals table	682
144	Educational services during expulsion table	683

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 FS002, FS089, and FS099 must align with the responses to the metadata collected via EDPass for SY 2023-24, listed in [Section 2.5](#).

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 children served 12-month table	102
121	Migratory children eligible 12-month table	634
145	MEP services table	684
165	Migratory children eligible regular school year table	110
165	Consolidated MEP funds status	514

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	Neglected programs participation table - State Agency	869
119	Delinquent programs participation table - State Agency	870
125	N or D academic achievement table – LEA	629
127	Delinquent programs participation table - LEA	872
127	At-Risk programs participation table - LEA	873
218	Title I Neglected or Delinquent outcomes in programs table – state agency	889
219	Title I Delinquent and At-Risk outcomes in programs table – LEA	890
220	Title I Neglected or Delinquent program at exit table – state agency	891
221	Title I Delinquent and At-Risk program at exit table – LEA	892
222	Title I Part A foster care enrolled	893
224	N or D assessment proficiency table – State Agency (optional)	868
225	N or D assessment proficiency table – LEA (optional)	871

Non-Fiscal Common Core of Data (CCD)

The data groups in this section comprise most of the Non-Fiscal CCD data. 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	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
086	Students involved with firearms table	596
130	Persistently dangerous status	36
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
134	Title I participation table	670
193	Title I, Part A Allocations	797
193	Parental involvement reservation	788
193	LEA Reservation to serve homeless children and youth	886
223	Title I school status	22

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 for charter schools	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 the FS197 Crosswalk of Charter Schools to Management Organizations.

Definition

A management organization 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 location	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

2.5 EDPass Metadata

EDPass collects EDFacts metadata via EDPass metadata collections. The metadata is used to define state-specific parameters for reporting data collected in EDFacts data files. The user guides for the metadata collections can be downloaded from the [EDFacts Initiative website](#), under the *EDPass Documentation* section.

User guides may require an update during the collection year due to updated or enhanced policy or changes that take place mid-year. User guides, like File Specifications, are version controlled. To ensure the use of the correct version, reference the Document History section of the user guide.

FS	EDPass Metadata Collection
5001	Sex collection metadata
5002	IDEA Child Count
5003	IDEA Environments – School Age
5004	IDEA Environments – Early Childhood
5005	Assessment metadata - General
5006	Assessment metadata - Math
5007	Assessment metadata - RLA
5008	Assessment metadata – Science
5009	Statewide English Language Proficiency Assessments metadata
5010	Gun Free Schools Act (GFSA)
5011	Extended-year ACGR metadata
5012	IDEA Discipline metadata
5013	IDEA Staffing metadata
5014	IDEA Exiting metadata
5015	CCD Dropouts metadata
5016	CCD Graduates/Completers metadata
5017	CCD Grades Offered
5018	CCD Staffing metadata
5024	CCD Membership metadata

The Accountability metadata will be collected in EDPass for SY 2023-24 but has not yet been defined. This section will be updated when that information becomes available.

2.6 **NEW!** EDPass Data Packages

The following data must be submitted as a package for SEAs. All required levels of both the file specification and metadata must be in the *Ready to Submit* status in order to proceed with submission.

- **Directory:** FS029 (Multiple DGs) – Directory and FS190 (Multiple DGs) – Charter Authorizer Directory
- **Charter Management Organizations:** FS196 (Multiple DGs) – Management Organization for Charter Schools Roster and FS197 (DG833) – Crosswalk of Charter Schools to Management Organizations
- **Grades Offered:** FS5017 – CCD Grades Offered metadata and FS039 (DG18) – Grades Offered
- **Assessment Data Packages:**
 - Mathematics Data Package
 - FS175 (DG874, DG875) – Academic Achievement in Mathematics
 - FS185 (DG880, DG881) – Assessment Participation in Mathematics
 - FS5006 - Assessment metadata – Mathematics
 - Reading/Language Arts Data Package
 - FS178 (DG876, DG877) – Academic Achievement in Reading/Language Arts
 - FS188 (DG882, DG883) – Assessment Participation in Reading/Language Arts
 - FS5007 - Assessment metadata - Reading/Language Arts
 - Science Data Package
 - FS179 (DG878, DG879) – Academic Achievement in Science
 - FS189 (DG884, DG885) – Assessment Participation in Science
- FS5008 - Assessment metadata – Science
- **Extended- year ACGR:** FS5011 – Extended-year ACGR metadata (read only page), FS150 – Adjusted Cohort Graduation Rate and FS151 – Cohorts for Adjusted Cohort Graduation Rate
- **IDEA Environments – School Age:** FS5003 - IDEA Environments – School Age and FS002 - Children with Disabilities (IDEA) School Age
- **IDEA Environments – Early Childhood:** FS5004 - IDEA Environments – Early Childhood and FS089 – Children with Disabilities (IDEA) Early Childhood
- **IDEA Discipline:** FS5012 – IDEA Discipline metadata and FS144 (DG683) – Educational Services During Expulsion data file
- **IDEA Staffing:** FS5013 – IDEA Staffing metadata and FS099 (DG609) – Special Education Related Services Personnel data file
- **IDEA Exiting:** FS5014 – IDEA Exiting and FS099 (DG609) – Special Education Related Services Personnel data file

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- **CCD Staffing:** FS018 - CCD Staffing metadata and FS059 – Staff FTE
 - **CCD Dropouts:** FS5015 – CCD Dropouts metadata and FS032 (DG326) – Dropouts data file
 - **CCD Graduates/Completers:** FS5016 – Graduates/Completers metadata and FS040 (DG306) – Graduates/Completers data file
 - **CCD Membership:** FS5024 – CCD Membership metadata and FS052 - Membership

3. EDFacts Metadata and Process System (EMAPS)

The EMAPS (<https://emaps.ed.gov/suite/>) collects EDFacts metadata used to define state-specific parameters for reporting data. EMAPS also collects some data for IDEA and contains the SSP for SY 2021-22. EMAPS access is granted to users for specific collections. Under the EDFacts Collection, the following data are collected using EMAPS.

Note! The SSP for SY 2023-24 will be maintained in EDPass.

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

There are two ways to access EMAPS: (1) through the [EMAPS Website](#) directly, or (2) through the [EDFacts Initiative site](#). EDFacts Coordinators or IDEA Part B Data Managers may contact PSC and request access for additional users. To reset a password, click the “*I forgot my password*” link and enter a user ID (not an email address). The system will send an automated email with a temporary link to reset your password.

4. Common Processes Overview

This section discusses 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 needed when requests or notifications are escalated to the Department. When contacting PSC for these requests, please provide the information in the template.

Request Correction Opportunity after Due Date

When an SEA discovers corrections need to be made to data or data notes after the due date, the SEA must request a correction opportunity. A correction opportunity request must be submitted to PSC to be considered by the program office. The request for a correction opportunity must include the following template with detailed responses:

- File(s)
- Level(s)
- School Year(s)
- Detailed justification for the correction request on why the data/files and/or data note need corrections)
- Detailed explanation on the impact on the data – How much does this correction change the data?

- How will the SEA assure that these data will be correct for the next school year and beyond?

Note! If a correction request is approved, enter a detailed comment in the SSP regarding what data were corrected and why.

Late File Submission Notifications

If a file will not be submitted by the file due date, update the SSP in EDPass for that file and school year to indicate the expected late submission date. A note explaining the reason for delay will be required in the *Timely* “Notes” field.

New EDFacts Coordinator

Please provide PSC timely notifications of new EDFacts Coordinators to ensure accounts are set up and training is provided. The notification of a new Coordinator *must* come from the previous Coordinator. PSC will need the following information for these requests:

- Full Name
- Phone Number
- SEA Email address
 - Confirmation that a login.gov account has been created
- State or Entity
- Individual being replaced as Coordinator?
 - Does that person still require access to any EDFacts applications, including EDPass?
 - Is this person also being named as an SEA EDPass Manager?

New CCD Non-Fiscal Coordinator

Please provide PSC timely notifications of new CCD Non-Fiscal Coordinators to ensure accounts are set up correctly. The notification of a new Coordinator *must* come from the previous Coordinator. PSC will need the following information for these requests:

- Full Name
- Phone Number
- SEA Email address
- State or Entity
- Individual being replaced as Coordinator?
 - Does that person still require access to any EDFacts applications, including DMS?

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 and training is provided. The notification of a new Data Manager *must* come from the previous Data Manager. PSC will need the following information for these requests:

- Full Name
- Phone Number
- SEA Email address
 - Confirmation that a Login.gov account has been created
- State or Entity
- Specify IDEA Part B or Part C Data Manager
- Who is being replaced as Data Manager?
 - Does that person still require access to EMAPS?

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 a new Part B State Director or Part C State Coordinator to ensure APR Tool accounts are set up correctly. PSC will need the following information for these requests:

- Full Name
- Phone Number
- SEA Email address
 - Confirmation that a Login.gov account has been created
- State
- Specify Part B State Director or Part C State Coordinator:
- Who is being replaced as 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)

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

The state is not limited to how many SEA users may have EDPass access. The state is limited to two SEA EDPass Manager accounts. The SEA EDPass Managers are responsible for the maintenance of SEA user accounts within EDPass.

Are NCES IDs mandatory for all schools and LEAs?

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)

What should I do if I have uploaded data in EDPass that is incorrect, prior to submission?

When uploading data files to EDPass, choose from two options: (1) Merge, merges data with existing data); or (2) Replace, replaces existing files. The EDPass User Guide, located on the [EDFacts Initiative home page](#) has instructions on the upload process. If assistance is needed, contact PSC.

What should I do if I have submitted data in EDPass that needs to be updated, and the due date has passed?

After a due date has passed, data are no longer accepted by EDPass. A detailed request must be sent to PSC requesting a “Correction Opportunity” for the data to be unlocked in EDPass for the system to allow updated files to be uploaded/submitted. PSC will process the request through the necessary channels to ensure that the impacted program offices are aware and approve of the request.

Important! In the event of a correction opportunity being granted, ED will inform the SEA of the correction period dates. Additionally, if an SEA is correcting published data (i.e., Graduation or Assessment data), there is no guarantee the data will be republished after correction.

Other than for technical assistance, when do I contact PSC?

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

Modernization and EDPass related materials are accessible on the [EDFacts Modernization page](#) of the EDFacts CoP site.

To suggest a change or enhancement that will make EDFacts and EDPass work more efficiently for the states, please inform PSC. Suggestions are logged and communicated to the EDFacts Change Review Board (ECRB), who periodically reviews requests to determine if resources and priorities allow for implementation. When approved enhancements are activated, PSC will notify states in the PSC Support Update.

Tip! If there are individuals in your state who want to receive the PSC Support Update, send an email to PSC including the individual’s email address. PSC will add the user to the Support Update distribution list.

Appendix A: Standard Data Definitions

As part of the drive to streamline data collections across the Department, EDFacts has standardized several definitions used throughout the EDFacts data groups. The standardization of data definitions reduces 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.¹

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.

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*)²

- (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.

Note! 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.
- If C-ii, the individual must be I and II.
- For D, an individual must be denied i or ii or iii.³

• 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.

² Must be determined by a valid assessment

³ Statutory reference – Section 8101(20) of *ESEA*

- **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
- (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.⁴

- **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.

- **Revised! Students who are military connected**

Students who are military connected. Status as a student with a parent who is a member of the armed forces, where “armed forces.” Note that the National Defense Authorization Act for Fiscal Year 2020 removed the requirement for a parent to be on “active duty.” Rather, they must only be a “member of the Armed Forces.” Under 10 U.S.C. 101(a)(4), “Armed Forces” is defined to include the Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard, which would also incorporate their reserve components (i.e., Army National Guard and Air National Guard, and Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves). With this change, and in the absence of any limitation with respect to an individual’s duty status or a definition of

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

a “member” of the Armed Forces, a State educational agency (SEA) has some flexibility in defining the subgroup. Given removal of the “active duty” limitation, however, at a minimum the subgroup must include students with parents on “active service.” Under 10 U.S.C. 101(d)(3), this would include individuals on active duty or full-time National Guard duty, but not those on inactive status or in the Retired Reserves. Beyond this, an SEA may establish a more expansive definition.

New! Appendix B: Reporting Missing Data with -1

When reporting data and counts are missing, SEAs should report the count as “-1” in the data file for the education unit total (EUT) regardless of whether the data will ever be available. For some File Specifications, the -1 count will fail the business rules checking completeness. The SEA will need to resolve the rule failure by providing a data note that explains that why the data for the entity is missing.

Appendix C: Race Ethnicity Guidance

Final guidance issued in the Federal Register on October 19, 2007 (72 Fed. Reg. 59267) on the collection and reporting of racial and ethnic data by educational institutions and other grantees now allows individuals to self-identify their ethnicity and race, and select more than one race and/or ethnicity. This change permits individuals to more accurately reflect their racial and ethnic backgrounds by expanding reporting options from five to seven permitted values and permitting individuals to select more than one category. The final guidance requires, beginning with data for SY 2010-11 and future school years, that all SEAs must submit racial and ethnic data (except for assessment and accountability data required under Title I of the ESEA) by the seven permitted values. The seven permitted values are listed below:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other Pacific Islander
- White
- Two or more races

Appendix D: State Abbreviations and State Codes

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
NORTH CAROLINA	37	NC

State name	State code	State abbreviation
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 ⁵
DEPARTMENT OF DEFENSE	63	DoD ¹⁰
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

⁵ 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 E: 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 (IDEA)
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
EDPass	EDFacts	Data collection system where SEAs upload data files, resolve data quality errors with data notes, maintain the SSP and submit data to the Department
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

Term	Topic	Description
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
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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