



U.S. DEPARTMENT OF EDUCATION

***EDFacts* Workbook
SY 2019-20**

**Version 16.0
December 2019**

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Document Control

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DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0 –15.0		Versions in the 1.0 through 15.0 series are used to submit files for school years prior to SY 2019-20.
16.0	December 2019	Updated for SY 2019-20 (ESS 16.0 series)

Preface

The *EDFacts* Workbook SY 2019-20 is a reference guide to using the *EDFacts* Submission System (ESS) to submit data for school year (SY) 2019-20. States report data to ED using ESS. Data submitted through the 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 that are submitted through the *EDFacts* Submission System (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

Purpose and Scope

This document provides information on how to submit files through the *EDFacts* Submission System (ESS) for school year (SY) 2019-20. This document assumes a basic understanding of the *EDFacts*. A glossary of *EDFacts* terminology appears in Appendix B.

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

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.

Partner Support Center

To assist states with data submission, analysis and reporting, ED provides a dedicated Partner Support Center (PSC). PSC distributes e-mail announcements about system shut downs, reminders of due dates and technical hints. SEA staff members who use ESS automatically receive these e-mails. PSC distributes a Weekly Support Update that includes submission reminders, system upgrade announcements, upcoming webinars, and other helpful information.

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)

Email: EDEN_SS@ed.gov

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

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

Technical Assistance

In addition to data submission guidance, this workbook provides a variety of resources that are available to assist SEAs in submitting data through ESS. Many reference documents are available on the [ED*Facts* Initiative page](#) on ED.gov. The documents provide general information about ED*Facts* as well as specific guidance and instructions for submitting data.

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

2. Clearance Package

The Office of Management and Budget (OMB) approved the “Annual Mandatory Collection of Elementary and Secondary Education Data for ED*Facts*” 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 ED*Facts* includes data submitted by state education agencies (SEAs) through ESS and through ED*Facts* 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
Other-Data Groups & Categories	Attachment A Data Groups and Categories ED<i>Facts</i> 2019-20 to 2021-22.xlsx	Excel format – Includes all data groups and categories collected from SEAs.
Other-Data Groups & Categories pdf	Attachment A Data Groups and Categories ED<i>Facts</i> 2019-20 to 2021-22.pdf	PDF format – Includes all data groups and categories collected from SEAs.
Other-Directory	Attachment B Directory ED<i>Facts</i> 2019-20 to 2021-22.docx	Contains a detailed description of the items that make up the directory of ED <i>Facts</i> , or the list of schools and districts and their descriptive elements.
Other-EMAPS	Attachment C EMAPS Collections	Includes a description of and questions for the

Document Type On Reginfo.gov page	Instrument File on Reginfo.gov page	Explanation
Collections	2019-20 to 2021-22.docx	metadata collections that are included as part of <i>EDFacts</i> .
Other-Overview	Attachment E Overview and Explanation EDFacts 2019-20 to 2021-22.docxv	Overview and Information to Assist Reviewers – Contains an explanation of the <i>EDFacts</i> 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	carried over-Attachment B-1 Overview EDFacts 2016-17 to 2018-19.docx
Other-Carried over B-2	carried over-Attachment B-2 Directory 2016-17 to 2018-19.docx
Other-Carried over B-3	carried over-Attachment B-3 Data Group EDFacts 2017-18 and 2018-19.docx
Other-Carried over B-4	carried over-Attachment B-4 Data Categories EDFacts 2017-18 and 2018-19.docx
Other-Carried over B-5	carried over-Attachment B-5 IDEA Part B EDFacts 2016-17 to 2018-19.doc
Other-Carried over B-6	carried over-Attachment B-6 KEA EDFacts 2016-17 to 2018-19.docx

The package also contains the attachments from the previous clearance which covers SYs 2016-17, 2017-18, and 2018-19 because SEAs are still finishing submitting these data.

NOTE! SY 2016-17 is closed in ESS and data submissions are no longer accepted by the system. Please contact PSC if data prior to SY 2017-18 need to be submitted.

3. *EDFacts* Submission System Files

This section explains the data submitted to ESS.

- *EDFacts* Files are due throughout the year. For a complete list of due dates, please see the [Data Submission Organizer](#) on the *EDFacts* Community page.
- With the exception of FS035 – Federal Programs, ESS is closed for SY 2016-17. All previous SYs are closed. The due dates for SY 2016-17 and all previous SYs are in the past.

Directory Files

This section is intended to provide a basic outline of the directory 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 2019-20 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, 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)

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 file groups 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.

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 continuing with other types of file submissions.

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

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

Some of data groups in this section have been assigned to different DG IDs and file specifications.

File Spec	Previous FS	Data Group Name	DG ID	Previous DG ID
206	206	School Support and Improvement	842	842
212	206	Comprehensive Support identification	866	843
212	206	Target Support identification	867	844

Other accountability

File Spec	Data Group Name	DG ID
103	State poverty designation	699
132	Economically disadvantaged students	56
132	School Improvement Funds 1003(a)	794
195	Chronic absenteeism table	814
199	Graduation rate indicator status table	834
160	HS graduates postsecondary enrollment table	739
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

File Spec	Data Group Name	DG ID
205	Progress achieving English language proficiency indicator status table	837

*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
208	Pathway to Completion	846

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 FS 150 and the cohort data in FS 151.

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

Career and Technical Education (CTE) - Optional

The data groups in this section relate to Perkins.

The following files are retired:

- 082 CTE Concentrators Exiting
- 083 CTE Concentrators Graduates
- 155 CTE Participants in Programs for Non-Traditional
- 157 CTE Concentrators Technical Skills

Enrollment

These data groups are for enrollment data.

File Spec	Data Group Name	DG ID
209	CTE Enrollment participants	848
209	CTE Enrollment concentrators	847

Performance

These data groups are for Perkins indicators.

File Spec	Data Group Name	DG ID
142	CTE concentrators academic achievement table	681
154	CTE concentrators in graduate rate table	702
156	CTE concentrators in programs for non-traditional table	704
158	CTE concentrators placement table	736
169	CTE concentrators type of placement	753
213	CTE concentrators in extended year graduate rate table	858
214	CTE concentrators postsecondary credential table	860
215	CTE concentrators postsecondary credits table	861
216	CTE concentrators work-based learning table	862
217	CTE concentrators program quality table	863

Note! The CTE Enrollment and Performance data defined in the data groups listed above are optional.

Tip! To verify data as it will appear in the final CAR Report, use the CTE004 report available in the ED*Facts* Reporting System (ERS).

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

If an LEA reported students in 002 and 089, the LEA is expected to report data in the personnel files (070, 099, and 112).

Tip! Permitted values reported in 099 must align with the responses to the *EMAPS* IDEA State Supplemental Survey.

Tip! Ensure that the permitted values used in 002 and 089 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
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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
122	MEP students eligible and served summer/intersession table	635
145	MEP services table	684
165	Migratory students 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	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 that are 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 FS 197 Crosswalk of Charter Schools to Management Organizations. The definition of Management Organization has been modified.

Prior definition	<i>Revised!</i> 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)	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

holds a charter, or charters, to operate multiple charter schools.	charters, to operate a network of charter schools.
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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

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

4. EMAPS Surveys

Under the ED*Facts* Collection, the following data are collected using EMAPS.

EMAPS Survey Name
EMAPS IDEA Part B Dispute Resolution
EMAPS 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
State Supplemental Survey - IDEA
State Submission Plan (SSP)
Assessment Metadata Survey
Accountability - <i>New</i>

In addition, under other clearances, SEAs submit other data to ED via EMAPS. For example, EMAPS is used for the IDEA Part C Child Count.

5. Access to ED*Facts*

To submit the data required by the ED*Facts* Clearance, states will need users with access to the following applications.

Application	Description	URL
ESS	The ED <i>Facts</i> Submission System is used to submit files.	https://eden.ed.gov/EDENPortal/
EMAPS	The ED <i>Facts</i> Metadata and Process System (EMAPS) collects ED <i>Facts</i> metadata that are used to define state-specific parameters for reporting data in ESS files. EMAPS also contains the State Submission Plan and collects some data for IDEA. EMAPS access is granted to users for specific collections.	https://emaps.ed.gov/suite/
ERS	The ED <i>Facts</i> Reporting System (ERS) is the reporting website that gives SEAs access to data	ERS is accessed through the ESS – See URL above

Application	Description	URL
	contained within <i>EDFacts</i> and <i>EMAPS</i> . ERS reports help states track submissions and verify data submitted in a simple format.	
DMS	The Data Management System (DMS) is an online application used for data quality review of the CCD and GFSA.	https://surveys.nces.ed.gov/CCDDMS/login/go

EDFacts Submission System

For SEAs, there are three types of *EDFacts* users: ESS Submitters, ESS Reviewers and *EDFacts* Reporting System (ERS) Users. Each SEA can have one or more users of the ESS, and generally only two users of the ERS. The differences between these user types are described below.

Note! The *EDFacts* Coordinator approves users for these roles.

Role	User Permissions
ESS Submitter	Submit files, review transmittal error reports, review submission status reports, view Education Unit Profile sub-application
ESS Reviewer	These users cannot submit data but are able to view data submissions in the ESS. CCD Submitters and IDEA Part B Data Managers typically have this role.
ERS User	Access the ERS and run reports created for SEA use, including submission status reports.

6. Common Processes Overview

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

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?

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 State Submission Plan in EMAPS.

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 State Submission Plan 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 State Submission Plan (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 of Education (ED) with this information. PSC will contact the state on ED's behalf, if there are any follow up questions, based on the information the state submitted into the SSP.

*New ED*Facts* Coordinator*

Please provide PSC timely notifications of new ED*Facts* 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 ED*Facts* applications?

New APR Coordinator – CSPR or IDEA SSP APRs Part B and Part C

The ED*Facts* Partner Support Center also assists SEAs with the CSPR and IDEA SSP APRs for Part B and Part C.

Please provide PSC timely notifications of new APR 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
- Which APR? CSPR, IDEA Part B SPP APR or IDEA Part C SPP APR?
- Who are you replacing as Coordinator?
 - Does that person still require access to any ED*Facts* 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?

Reminders

- If a file has format errors, PSC developed the [File Format Checker](#), which can assist in determining the cause of the errors.
- The [EDFacts Community](#) site is frequently updated with new resources to assist with data submissions.
- Update the State Submission Plan in *EMAPS* with notes about late data, data anomalies, or data resubmissions.
- Workgroups exist for *EDFacts* Coordinators and CSPR Coordinators to send questions and have discussions with other states on the [EDFacts Community](#) site.

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. 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.

Career and Technical Education (CTE) Concentrators

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (C) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Career and Technical Education (CTE) Participants

An individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

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

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. 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*)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.

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

² Must be determined by a valid assessment

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*

³ 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.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, child care institutions, and preadoptive 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).

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

Appendix A: 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

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 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 B: *EDFacts* Glossary

Term	Topic	Description
Category	<i>EDFacts</i>	A data category (category) characterizes a count, dollar value, or percentage rate in an <i>EDFacts</i> 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	<i>EDFacts</i>	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)
CTE	ED	Career and Technical Education
CWD	ED	Children with disabilities (IDEA)
Data group	<i>EDFacts</i>	An <i>EDFacts</i> data group is a specific aggregation (i.e., group) of related data that are stored in <i>EDFacts</i> to satisfy the specific information need of one or more ED program offices. An <i>EDFacts</i> data group does not represent a single data entry but rather a set of related data entries. Each <i>EDFacts</i> data group is intended to be discrete, concise, universally understood, and non-redundant.
Data record	<i>EDFacts</i>	Detailed information, in a specified order and format, for an education unit.
<i>EDFacts</i> Coordinator	<i>EDFacts</i>	Official SEA contact for <i>EDFacts</i>
Education unit	<i>EDFacts</i>	An individual education entity such as a SEA, LEA, or school.
Education unit level	<i>EDFacts</i>	Tier in the education hierarchy—school, LEA, or SEA level.
EMAPS	<i>EDFacts</i>	<i>EDFacts</i> 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
ERS	<i>EDFacts</i>	<i>EDFacts</i> Reporting System
ESS	<i>EDFacts</i>	<i>EDFacts</i> Submission System
ESSA	ED	Every Student Succeeds Act (ESSA) - reauthorizes Elementary and Secondary Education Act (ESEA)
File specification	<i>EDFacts</i>	A document that outlines the files, record layout and data elements in the record layouts.

Term	Topic	Description
IDEA	ED	Individuals with Disabilities Education Act
LEA	ED	Local education agency
MEP		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	ED <i>Facts</i>	Partner Support Center
Reporting period	ED <i>Facts</i>	The specific date or period of time for which data are reported.
SCH	ED <i>Facts</i>	School
SEA	ED	State education agency
SEA submitter(s)	ED <i>Facts</i>	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	ED <i>Facts</i>	State Submission Plan
Steward	ED	Office or person with the primary responsibility for a data group.
Submission	ED <i>Facts</i>	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 2019-20, or current year status data for an LEA for the SY 2019-20.
SWP	ED	School-wide program for Title I
SY	ED	School Year
TAS	ED	Targeted Assistance Schools for Title I



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