

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

|  |
| --- |
| **FS142 - CTE Concentrators Academic Achievement File Specifications** |
| **SY 2019-20** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS142 - CTE Concentrators Academic Achievement File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change** |
| 1.0 – 15.0 |  | Versions 1.0 through 15.0 are used to build files for school years prior to SY 2019-20. |
| 16.0 | March 2020 | Updated for SY 2019-20:   * Throughout:   + Replaced category Academic Subject (Assessment - no science) with category Academic Subject (Assessment)   + Replaced category Racial Ethnic with category Major Racial and Ethnic Groups   + Replaced category Displaced Homemaker with category Out of Workforce Status   + Revised category name LEP Status (Perkins) to English Learner Status (Perkins); revised category definition   + Category Set J: revised Category Set short name from J to I   + Added new Category Set J with categories Academic Subject (Assessment), Proficiency Status, Homeless Enrolled Status   + Added new Category set K with categories Academic Subject (Assessment), Proficiency Status, Foster Care Status   + Added new Category set L with categories Academic Subject (Assessment), Proficiency Status, Military Connected Student Status   + Added new Category set M with categories Academic Subject (Assessment), Proficiency Status, Career Clusters * Section 1.0: Revised definition of DG681; revised indicator numbers, added reference to Science indicator * Table 2.2-1: Removed guidance for *Zero exceptions or Not applicable* * Added new section 2.4 “Categories and Permitted Values”, listing categories and permitted values used in this file * Guidance section renumbered to 2.5   + Deleted duplicate information on categories and permitted values from Q & A section   + Revised guidance for question *Does the data have to be submitted in the CAR?*   + Removed the question *What is the Perkins program year?,* because it is defined in Table 2.2-1 Reporting Period   + Revised question *What data are reported in the file?*   + Revised guidance for question *Are all students reported in all category sets?*   + Replaced question *In Table 2.3-1, how are student counts reported by “special populations (Perkins)”?* with question *How are student counts reported by Single Parent Status and Non-traditional Enrollees?* * Definitions section renumbered to 2.6 * Table 4.2-1: Revised definition of category Sex (Membership) * Appendix Crosswalk: Revised indicator numbers, added Science indicator table |
| 16.1 | May 2020 | * Section 2.4:   + Corrected the permitted value list for category Career Clusters   + Added a comment for the MISSING permitted value in all categories allowing MISSING * Table 4.2–1: Corrected the permitted value list for category Career Clusters |
| 16.2 | October 2020 | * Section 1.0: Removed reference to the Consolidated Annual Performance (CAR) for performance indicators * Section 2.5: Removed Q & A containing references to the CAR and the crosswalk * Removed Appendix containing crosswalk for performance indicators |
| 16.3 | December 2020 | * Table 2.2-1: In row *Zero exceptions or Not applicable*, added instructions for reporting Major Racial and Ethnic Groups and Career Clusters |

PREFACE

This document provides technical instructions for building files that are submitted through the ED*Facts* Submission System (ESS). The ESS is an electronic system that facilitates the efficient and timely transmission of data from SEAs to the U.S. Department of Education.

This document is to be used in coordination with other documentation posted on the [ED*Facts* Initiative Home Page](http://www2.ed.gov/about/inits/ed/edfacts/index.html) under ED*Facts* System Documentation, including:

* ED*Facts* Workbook – a reference guide to using the ED*Facts*

Submission System (ESS); particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications

* ESS User Guide – provides assistance to new users of the ED*Facts* Submission System (ESS); it addresses the basic mechanics of system access and data submission
* ED*Facts* Business Rules Single Inventory (BRSI) - a single inventory containing business rules applied to ED*Facts* 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

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State ED*Facts* Coordinator on the [ED*Facts* Contact Page](http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html).

Data submitted through the ESS are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through ED*Facts* (OMB 1850-0925, expires 8/31/2022). ED*Facts* 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. ED*Facts* 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.

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# PURPOSE

This document contains instructions for building files to submit ED*Facts* Data Group 681: CTE concentrators academic achievement table. The definition for this data group is:

***Revised!*** The number of CTE concentrators who left secondary education during the school year for whom a proficiency level was assigned on the state assessment as described in section 1111(b)(2) of ESEA, as amended.

***Revised!*** The *Carl D. Perkins Vocational and Technical Education Act* (Perkins V) includes performance indicators Academic Achievement in Reading/Language Arts (2S1), Academic Achievement in Mathematics (2S2) and Academic Achievement in Science (2S3).

The ED data stewarding office/s for this file: OCTAE

# GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, and general guidance.

## Changes from the SY 2018-19 File Specifications

There have been changes to this file specification that resulted in changes to the record layouts. The changes are:

* Replaced category Academic Subject (Assessment - no science) with category Academic Subject (Assessment)
* Replaced category Racial Ethnic with category Major Racial and Ethnic Groups
* Replaced category Displaced Homemaker with category Out of Workforce Status
* Revised category name LEP Status (Perkins) to English Learner Status (Perkins); revised category definition
* Category Set J: revised Category Set short name from J to I
* Added new Category Set J with categories Academic Subject (Assessment), Proficiency Status, Homeless Enrolled Status
* Added new Category set K with categories Academic Subject (Assessment), Proficiency Status, Foster Care Status
* Added new Category set L with categories Academic Subject (Assessment), Proficiency Status, Military Connected Student Status
* Added new Category set M with categories Academic Subject (Assessment), Proficiency Status, Career Clusters
* Revised definition of category Sex (Membership)

## Core Requirements for Submitting this File

The following table contains the reporting period, the education units included or excluded, the type of count, and zero count reporting.

**Table 2.2-1: Core Reporting Requirements**

|  | **SEA** | **LEA** | **School** |
| --- | --- | --- | --- |
| Reporting Period | Program Year (Perkins) – The 12-month period beginning July 1 and ending June 30 as described for programs under Carl D. Perkins Career and Technical Education Act of 2006 (unless the state has approval from the Department for a different 12-month period) |  |  |
| Education units included | Include SEA |  |  |
| Education units not reported |  |  |  |
| Type of count | Once for each academic subject |  |  |
| Zero counts | Required, except as explained below |  |  |
| Zero exceptions or  Not applicable | Major Racial and Ethnic Groups - If a state does not use a permitted value, the counts by that permitted value should be left out of the file.  Career Clusters – If a state does not use a permitted value, the counts by that permitted value should be left out of the file.  ***Revised!*** |  |  |
| Missing | Use “-1” to report missing counts.  Use “MISSING” when a category is not available |  |  |
| Related metadata survey |  |  |  |

## Required Categories and Totals

The table below lists the combinations of the categories and totals that are expected to be submitted for the state and each LEA or school that should be included in the file.

* An “X” in the column indicates that the category value must be submitted when reporting that aggregation.
* The total indicator must be either “Y” (Yes) or “N” (No).
  + If the record is for a category set, specify an “N” (No).
  + If the record is for a subtotal or education unit total, specify a “Y” (Yes).
* The abbreviations in the “Table Name” column represent the technical name of the data used in the file.

**Table 2.3–1: Required Categories and Totals**

| **Aggregation** | **Table Name** | **Academic Subject (Assessment) *Revised!*** | **Proficiency Status** | **Sex (Membership)** | **Major Racial and Ethnic Groups *Revised!*** | **Disability Status (IDEA or ADA)** | **Economically Disadvantaged Status** | **Migratory Status** | **Single Parents Status** | **Out of Workforce Status *Revised!*** | **English Learner Status (Perkins) *Revised!*** | **Non-Traditional Enrollees** | **Homeless Enrolled Status *New!*** | **Foster Care Status *New!*** | **Military Connected Student Status *New!*** | **Career Clusters *New!*** | **Total Indicator** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category Set A** | **CTECONACAD** | X | X | X |  |  |  |  |  |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Sex (Membership)  ***Revised!*** |
| **Category Set B** | **CTECONACAD** | X | X |  | X |  |  |  |  |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Major Racial and Ethnic Groups  ***Revised!*** |
| **Category Set C** | **CTECONACAD** | X | X |  |  | X |  |  |  |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Disability Status (IDEA or ADA)  ***Revised!*** |
| **Category Set D** | **CTECONACAD** | X | X |  |  |  | X |  |  |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Economically Disadvantaged Status  ***Revised!*** |
| **Category Set E** | **CTECONACAD** | X | X |  |  |  |  | X |  |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Migratory Status  ***Revised!*** |
| **Category Set F** | **CTECONACAD** | X | X |  |  |  |  |  | X |  |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Single Parents Status  ***Revised!*** |
| **Category Set G** | **CTECONACAD** | X | X |  |  |  |  |  |  | X |  |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Out of Workforce Status  ***Revised!*** |
| **Category Set H** | **CTECONACAD** | X | X |  |  |  |  |  |  |  | X |  |  |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by English Learner Status (Perkins)  ***Revised!*** |
| **Category Set I**  ***Revised!*** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  | X |  |  |  |  | N | Student Count by Academic Subject (Assessment by Proficiency Status by Non-Traditional Enrollees  ***Revised!*** |
| **Category Set J**  ***New!*** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  |  | X |  |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Homeless Enrolled Status |
| **Category Set K**  ***New!*** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  |  |  | X |  |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Foster Care Status |
| **Category Set L**  ***New!*** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  |  |  |  | X |  | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Military Connected Student Status |
| **Category Set M**  ***New!*** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  |  |  |  |  | X | N | Student Count by Academic Subject (Assessment) by Proficiency Status by Career Clusters |
| **Subtotal 1** | **CTECONACAD** | X | X |  |  |  |  |  |  |  |  |  |  |  |  |  | Y | Student Count by Academic Subject (Assessment) by Proficiency Status  ***Revised!*** |

## *New!* Categories and Permitted Values

This section contains the categories and permitted values used for submitting this file.

**DG681 - CTE concentrators academic achievement table:**

**Academic Subject (Assessment)**

The description of the content or subject area of an assessment.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| M | Mathematics |  |
| RLA | Reading/Language Arts |  |
| S | Science |  |

**Proficiency Status**

An indication of whether scores were proficient or above.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| PROFICIENT | Attained proficiency |  |
| NOTPROFICIENT | Not proficient |  |

**Sex (Membership)**

An indication that students are either female or male.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| F | Female |  |
| M | Male |  |
| MISSING | Missing | Use when data are not available by this category  ***Revised!*** |

**Major Racial and Ethnic Groups**

The major racial and ethnic groups states use for accountability and assessment data.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| MAN | American Indian \ Alaska Native \ Native American |  |
| MA | Asian |  |
| MAP | Asian \ Pacific Islander |  |
| MB | Black (not Hispanic) African American |  |
| MF | Filipino |  |
| MHN | Hispanic (not Puerto Rican) |  |
| MHL | Hispanic \ Latino |  |
| MM | Multicultural \ Multiethnic \ Multiracial \ other |  |
| MNP | Native Hawaiian \ other Pacific Islander \ Pacific Islander |  |
| MPR | Puerto Rican |  |
| MW | White (not Hispanic) \ Caucasian |  |
| MISSING | Missing | Use when data are not available by this category  ***Revised!*** |

**Disability Status (IDEA or ADA)**

An indication that students have disability status under either the Individuals with Disabilities Education Act (IDEA) or the American’s with Disabilities Act (ADA).

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| DISADA | ADA status | Disability status under ADA |
| WDIS | Disability status (IDEA) | Disability status under IDEA |
| MISSING | Missing | Use when data are not available by this category  ***Revised!*** |

**Economically Disadvantaged Status**

An indication that students meet the state criteria for classification as economically disadvantaged.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| ECODIS | Economically Disadvantaged (ED) Students |  |

**Migratory Status**

An indication that students are eligible migratory children.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| MS | Migratory students |  |

**Single Parents Status**

An indication that students are either single parents or pregnant teenagers.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| SPPT | Single Parents Status |  |

**Out of Workforce Status**

An indication that students are out of workforce individuals.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| OUTWRKFRCINDVL | Out of Workforce Individual |  |

**English Learner Status (Perkins)**

An indication that students are English learners according to the definition in Perkins which is (A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—(i) whose native language is a language other than English; or (ii) who lives in a family environment in which a language other than English is the dominant language.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| LEPP | EL Status (Perkins) |  |

**Non-Traditional Enrollees**

An indication that students who are enrolled in a non-traditional program are members of the underrepresented gender group.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| NTE | Non-traditional Enrollee |  |

**Homeless Enrolled Status**

An indication that students were identified as homeless.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| HOMELSENRL | Homeless enrolled |  |

**Foster Care Status**

An indication that students are in foster care.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| FCS | Foster Care |  |

**Military Connected Student Status**

An indication that the students are military connected.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| MILCNCTD | Military Connected |  |

**Career Clusters**

Career and technical education career areas.

***Revised!***

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| AGRINDSTRY | Agriculture, Food & Natural Resources |  |
| ARCHCNSTRCTN | Architecture & Construction |  |
| ARTSINDSTRY | Arts, A/V Technology & Communication |  |
| BIZMGMTADMN | Business Management & Administration |  |
| EDUTRNG | Education & Training |  |
| FININDSTRY | Finance |  |
| GOVPUBADMN | Government and Public Administration |  |
| HLTHSCI | Health Science |  |
| HSPTLTYTOURSM | Hospitality & Tourism |  |
| HUMANSVCS | Human Services |  |
| INFOTECH | Information Technology |  |
| LAWINDSTRY | Law, Public Safety, Corrections & Security |  |
| MANUFACTURING | Manufacturing |  |
| MARKETING | Marketing |  |
| SCIENCEINDSTRY | Science, Technology, Engineering & Mathematics |  |
| TRNSPRTN | Transportation, Distribution & Logistics |  |
| MISSING | Missing | Use when data are not available by this category |

## Guidance

This section contains guidance for submitting this file in the format of questions and answers.

**Which students should be reported in this file?**

Report students who have both:

1. Reached the state-defined threshold level for vocational education participation, (i.e., CTE concentrators[[1]](#footnote-2)), regardless of whether the program was funded by Perkins AND
2. Left secondary education during the school year either because they graduated or because they left school

AND for whom

1. A proficiency score on a state assessment was included in the state’s calculation of adequate yearly progress (AYP).

**What if my state uses a different definition for the numerator and/or denominator for Academic Achievement?**

If your state has an ED-negotiated and approved definition in its Perkins State Plan that differs from the definition used in this file, use that definition from the State Plan rather than the definition provided in this file. The CTE director in your state will have a copy of the ED-approved Perkins State Plan.

**What students in which institutions should be reported in this file?**

Report all students who meet the stated criteria that were enrolled in a public CTE program in all institutions during the reporting period, regardless of whether those institutions received Perkins funding.

**Are students who participated in CTE programs at private agencies or institutions reported in this file?**

A state must report on all students participating in career and technical education at private agencies or institutions that are reported by the state for purposes of the Elementary and Secondary Education Act (ESEA). Students in private institutions which do not receive Perkins funding are reported only in the state file.

**How are students reported by proficiency status?**

Report students by one of the following permitted values:

* PROFICIENT – Students were at or above proficient on the assessment
* NOTPROFICIENT – Students were below proficient on the assessment

**Which state assessment results are used to determine proficiency status?**

Use the most current state assessment results that were included in the state’s calculation of adequate yearly progress.

In some states, the most current results could be from a previous school year. For example, a student who reached CTE concentrator status graduated in this school year could have participated in the state reading/language arts assessment in the 10th grade and in the mathematics assessment in the 11th grade. In this case, the data reported for the students in this school year would be based on the reading/language arts assessment from two years ago and the mathematics assessment from last year.

***Revised!* Are all students reported in all category sets?**

No. All students are included in category set A by sex (membership) and the total. The rest of the category sets do not include all students, only those students with that particular attribute.

**How are student counts reported for children with disabilities?**

A state can report data by either (1) disability status (only), based on eligibility under IDEA, OR (2) disability status (ADA), based on eligibility under ADA. The election will be noted in the State’s Perkins State Plan.

1. If a state elects to report data by disability status (only), include students who meet the definition of children with disabilities (IDEA) in the ED*Facts* Workbook. In the data record, use the permitted value “WDIS” for “children with one or more disabilities (IDEA).”
2. If a state elects to report data by disability status (ADA), include students who have a disability as defined in section 3 of the *Americans with Disabilities Act* of 1990 (ADA). Under section 3 (2) of the ADA, the term disability means, with respect to an individual,:

(A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual;

(B) a record of such an impairment; or

(C) being regarded as having such an impairment.

In the data record, use the permitted value “DISADA” for students with disabilities as defined by ADA.”

**How are student counts reported by** **Economically Disadvantaged Status?**

Include students who are from economically disadvantaged families as defined by the states, including foster children.

**How are student counts reported by** **Migratory Status?**

Include students who meet the definition of eligible migratory children in the ED*Facts* Workbook.

***Revised!* How are student counts reported by Single Parent Status and Non-traditional Enrollees?**

* Single Parents Status – include single parents and single pregnant women.
* Non-traditional Enrollees – Include students who are from a gender group that comprises less than 25% of the individuals employed in an occupation or field of work.

## Definitions

See the [ED*Facts* Workbook](https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html) for the standard definitions. This file specification has no additional definitions.

# FILE NAMING CONVENTION

The following file naming convention is to help identify files to provide technical assistance.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

sslev**filename**vvvvvvv.ext

**Table 3.0-1: File Naming Convention**

|  |  |  |
| --- | --- | --- |
| **Where** | **Means** | **Limit in characters** |
| ss | USPS State Abbreviation | 2 |
| lev | Abbreviation for level:   * SEA for a State Education Agency level | 3 |
| filename | **CTECONCEN** | 9 |
| vvvvvvv | Alphanumeric string designated by the SEA to uniquely identify the individual submission (*e.g.,* ver0001, v010803) | 7 |
| .ext | Extension identifying the file format:  .txt – fixed  .csv – comma delimited  .tab – tab delimited | 4 |

# FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications. The fixed file and delimited files contain a header record followed by data records. The file type is specified in the header record.

The “Pop” column in the header and data records is coded as follows:

M - Mandatory, this field must always be populated

A - This field is populated in accordance with table 2.3-1 “Required Categories and Totals”

O - Optional, data in this field are optional

## Header Record Definition

The header record is required and is the first record in every file submitted to the ESS. The purpose of the header record is to provide information as to the file type, number of data records in the file, file name, file identifier, and file reporting period.

**Table 4.1–1: Header Record**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Type | 1 | 50 | String | M | Identifies the type of file being submitted. | **SEA CTE CONCENTRATORS ACADEMIC ATTAINMENT** |
| Total Records in File | 51 | 10 | Number | M | The total number of data records contained in the file. The header record is NOT included in this count. |  |
| File Name | 61 | 25 | String | M | The file name including extension, the same as the external file name. | See section 3.0 |
| File Identifier | 86 | 32 | String | M | Any combination of standard characters to further identify the file as specified by the SEA (e.g., a date, person’s name, and version number). |  |
| File Reporting Period | 118 | 9 | String | M | The school year for which data are being reported. The required format is "CCYY–CCYY" or "CCYY CCYY", where either a hyphen or a space separates the beginning and ending years. | **2019-2020**  OR  **2019 2020** |
| Filler | 127 | 288 | String | M | Leave filler field blank. |  |
| Carriage Return / Line Feed (CRLF) | 415 | 1 |  | M |  |  |

Below is an example of a header record.

**Table 4.1–2: Header Record Example**

|  |  |
| --- | --- |
| Format | File Type,Total Records in File,File Name,File Identifier,File Reporting Period,Filler,Carriage Return / Line Feed (CRLF) |
| Example | SEA CTE CONCENTRATORS ACADEMIC ATTAINMENT,15,euseaCTECONCENv000001.csv,characters to identify file,2019-2020,¶ |

## Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the ESS. Data records provide counts for the specified category sets, subtotals and education unit totals.

**Table 4.2–1: Data Records**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Record Number | 1 | 10 | Number | M | A sequential number assigned by the State that is unique to each row entry within the file. |  |
| **DG559** State Code | 11 | 2 | String | M | The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the outlying areas and freely associated areas of the United States. | For a list of valid State Codes, refer to the ED*Facts* Workbook. |
| **DG570** State Agency Number | 13 | 2 | String | M | A number used to uniquely identify state agencies. This ID cannot be updated through this file. | **01** – State Education Agency |
| Filler | 15 | 14 | String | M | Leave filler field blank. |  |
| Filler | 29 | 20 | String | M | Leave filler field blank. |  |
| Table Name | 49 | 20 | String | M | See table 2.3-1 Required Categories and Totals | **CTECONACAD** |
| Academic Subject (Assessment)  ***Revised!*** | 69 | 15 | String | M | The description of the content or subject area of an assessment. | **M** – Mathematics  **RLA** – Reading/Language Arts  **S** – Science  ***Revised!*** |
| Proficiency Status | 84 | 15 | String | M | An indication of whether scores were proficient or above. | **PROFICIENT** – Attained proficiency  **NOTPROFICIENT** – Not proficient |
| Sex (Membership) | 99 | 15 | String | A | An indication that students are either female or male.  ***Revised!*** | **F** – Female  **M** – Male  **MISSING** |
| Major Racial and Ethnic Groups  ***Revised!*** | 114 | 15 | String | A | The major racial and ethnic groups states use for accountability and assessment data.  ***Revised!*** | **MAN** – American Indian \ Alaska Native \ Native American  **MA** – Asian  **MAP** – Asian \ Pacific Islander  **MB** – Black (not Hispanic) African American  **MF** – Filipino  **MHN** – Hispanic (not Puerto Rican)  **MHL** – Hispanic \ Latino  **MM** – Multicultural \ Multiethnic \ Multiracial \ other  **MNP** – Native Hawaiian \ other Pacific Islander \ Pacific Islander  **MPR** – Puerto Rican  **MW** – White (not Hispanic) \ Caucasian  **MISSING**  ***Revised!*** |
| Disability Status (IDEA or ADA) | 129 | 15 | String | A | An indication that students have disability status under either the Individuals with Disabilities Education Act (IDEA) or the American’s with Disabilities Act (ADA). | **DISADA** – ADA status  **WDIS** – Disability status (IDEA)  **MISSING** |
| Economically Disadvantaged Status | 144 | 15 | String | A | An indication that students meet the state criteria for classification as economically disadvantaged. | **ECODIS** – Economically Disadvantaged (ED) Students |
| Migratory Status | 159 | 15 | String | A | An indication that students are eligible migratory children. | **MS** – Migratory students |
| Single Parents Status | 174 | 15 | String | A | An indication that students are either single parents or pregnant teenagers. | **SPPT** – Single Parents Status |
| Out of Workforce Status ***Revised!*** | 189 | 15 | String | A | An indication that students are out of workforce individuals.  ***Revised!*** | **OUTWRKFRCINDVL** – Out of Workforce Individual  ***Revised!*** |
| English Learner Status (Perkins)  ***Revised!*** | 204 | 15 | String | A | An indication that students are English learners according to the definition in Perkins which is (A) a secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or (B) an adult or an out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language and—(i) whose native language is a language other than English; or (ii) who lives in a family environment in which a language other than English is the dominant language.  ***Revised!*** | **LEPP** – EL Status (Perkins)  ***Revised!*** |
| Homeless Enrolled Status  ***Revised!*** | 219 | 15 | String | A  ***Revised!*** | An indication that students were identified as homeless  ***Revised!*** | **HOMELSENRL** – Homeless enrolled  ***Revised!*** |
| Non-Traditional Enrollees | 234 | 15 | String | A | An indication that students who are enrolled in a non-traditional program are members of the underrepresented gender group. | **NTE** – Non-traditional Enrollee |
| Foster Care Status ***New!*** | 249 | 15 | String | A | An indication that students are in foster care. | **FCS** – Foster Care |
| Military Connected Student Status  ***New!*** | 264 | 15 | String | A | An indication that the students are military connected. | **MILCNCTD** – Military Connected |
| Career Clusters ***New!*** | 279 | 15 | String | A | Career and technical education career areas | **AGRINDSTRY** – Agriculture, Food & Natural Resources  **ARCHCNSTRCTN** – Architecture & Construction  **ARTSINDSTRY** – Arts, A/V Technology & Communication  **BIZMGMTADMN** – Business Management & Administration  **EDUTRNG** – Education & Training  **FININDSTRY** – Finance  **GOVPUBADMN** – Government and Public Administration  **HLTHSCI** – Health Science  **HSPTLTYTOURSM** – Hospitality & Tourism  **HUMANSVCS** – Human Services  **INFOTECH** – Information Technology  **LAWINDSTRY** – Law, Public Safety, Corrections & Security  **MANUFACTURING** – Manufacturing  **MARKETING** – Marketing  **SCIENCEINDSTRY** – Science, Technology, Engineering & Mathematics  **TRNSPRTN** – Transportation, Distribution & Logistics  **MISSING**  ***Revised!*** |
| Total Indicator | 294  ***Revised!*** | 1 | String | M | An indicator that defines the count level – see table 2.3-1 Required Categories and Totals | **N** – Specifies category set  **Y** – Specifies subtotal or total of the education unit |
| Explanation | 295  ***Revised!*** | 200 | String | O | Text field for state use. |  |
| Student Count | 495  ***Revised!*** | 10 | Number | M |  |  |
| Carriage Return / Line Feed (CRLF) | 505  ***Revised!*** | 1 |  | M |  |  |

Below is an example of a data record, this is the set of data that should be submitted for each education unit. See table 2.3-1.

**Table 4.2–2: Data Record Examples – SEA level**

|  |  |
| --- | --- |
| **Aggregation** | **Example** |
| Format  ***Revised!*** | File Record Number,State Code,State Agency Number,Filler,Filler,Table Name,Academic Subject (Assessment),Proficiency Status,Sex (Membership),Major Racial and Ethnic Groups,Disability Status (IDEA or ADA),Economically Disadvantaged Status,Migratory Status,Single Parents Status,Out of Workforce Status,English Learner Status (Perkins),Homeless Enrolled Status,Non-Traditional Enrollees,Foster Care Status,Military Connected Student Status,Career Clusters,Total Indicator,Explanation,Student Count,Carriage Return / Line Feed (CRLF) |
| Category Set A  ***Revised!*** | 1,80,01,,,CTECONACAD,RLA,PROFICIENT,F,,,,,,,,,,,,,N,,35¶ |
| Category Set B  ***Revised!*** | 9,80,01,,,CTECONACAD,RLA,PROFICIENT,,MAN,,,,,,,,,,,,N,,12¶ |
| Category Set C  ***Revised!*** | 12,80,01,,,CTECONACAD,RLA,PROFICIENT,,,DISADA,,,,,,,,,,,N,,8¶ |
| Category Set D  ***Revised!*** | 16,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,ECODIS,,,,,,,,,,N,,20¶ |
| Category Set E  ***Revised!*** | 17,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,MS,,,,,,,,,N,,4¶ |
| Category Set F  ***Revised!*** | 17,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,SPPT,,,,,,,,N,,2¶ |
| Category Set G ***Revised!*** | 28,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,OUTWRKFRCINDVL,,,,,,,N,,2¶ |
| Category Set H  ***Revised!*** | 25,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,LEPP,,,,,,N,,5¶ |
| Category Set I  ***Revised!*** | 37,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,,NTE,,,,N,,3¶ |
| Category Set J  ***New!*** | 39,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,HOMELSENRL,,,,,N,,3¶ |
| Category Set K  ***New!*** | 42,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,,,FCS,,,N,,3¶ |
| Category Set L  ***New!*** | 45,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,,,,MILCNCTD,,N,,3¶ |
| Category Set M  ***New!*** | 47,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,,,,,ARTSINDSTRY,N,,3¶ |
| Subtotal 1  ***Revised!*** | 50,80,01,,,CTECONACAD,RLA,PROFICIENT,,,,,,,,,,,,,,Y,,80¶ |



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1. The definition of career and technical education (CTE) concentrators is in the ED*Facts* Workbook. [↑](#footnote-ref-2)