

2019-2020 Student Interchange – Student Demographics

Purpose:

The purpose of the Student Demographic file is to capture and verify the attributes of a student while he/she attended your district in the currently selected school year.

Dependencies:

Student has been assigned a SASID and updated in the RITS system.

Record Expectation:

In the Student Interchange-Student Demographic file the LEA should submit 1 record per student per LEA for any student who enrolled at any point in the currently selected school year.

Use Summary: (Fields from this file are used in the following CDE Collections which require LEA/AU effort):

[Student October](#), [Student End of Year](#), [Special Education December Count](#), [Special Education End of Year](#), [Special Education Discipline](#), [Student Biographical Data \(SBD\) ACCESS](#), [SBD SAT](#), [SBD CMAS](#), [SBD DLM](#)





- Indicates Primary Key

*** Indicates required**

NOTE: ZERO-FILL ALL NON-APPLICABLE FIELDS

You need a header row on your file

Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
School District/BOCES Code* 	4	1	4	1	A2	0000	
Student's State ID (SASID)* 	10	5	14	2	B2	0000000000	
Local ID (LASID)*	10	15	24	3	C2	0000000000	
Student's First Name*	30	25	54	4	D2	Valid name	
Student's Middle Name*	30	55	84	5	E2	Valid name	

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Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
Student's Last Name*	30	85	114	6	F2	Valid name	
Student's Gender*	2	115	116	7	G2	01,02	
Student's Date of Birth*	8	117	124	8	H2	12312013, 08152008	Format is MMDDYYYY
Student's Ethnicity: Hispanic or Latino*	1	125	125	9	I2	0	Changed to yes-1 or no-0
Student's Race: American Indian or Alaska Native*	1	126	126	10	J2	0	Changed to yes-1 or no-0
Student's Race: Asian*	1	127	127	11	K2	0	Changed to yes-1 or no-0
Student's Race: Black or African American*	1	128	128	12	L2	0	Changed to yes-1 or no-0
Student's Race: White*	1	129	129	13	M2	0	Changed to yes-1 or no-0
Student's Race: Native Hawaiian or Other Pacific Islander*	1	130	130	14	N2	0	Changed to yes-1 or no-0
Free/Reduced Lunch Price Eligible*	2	131	132	15	O2	00	
Section 504 Handicapped*	1	133	133	16	P2	0	
Immigrant*	1	134	134	17	Q2	0	
Language Background*	3	135	137	18	R2	eng, spa, or vie	
Primary Disability*	2	138	139	19	S2	00	
Attends District Funded HSED Program*	1	140	140	20	T2	0	
Homeless*	1	141	141	21	U2	0	
Primary Nighttime Residence*	2	142	143	22	V2	00	
Language Proficiency*	1	144	144	23	W2	0	
Language Instruction Program*	2	145	146	24	X2	00	
Special Education Transition*	1	147	147	25	Y2	0	
Alternate Assessment Participant*	1	148	148	26	Z2	0	

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Name of Field	Field Length	Text Start Position	Text End Position	CSV order	Excel Column	Examples	Remarks
Postsecondary Program Enrollment *	2	149	150	27	AA2	0	Expanded to 2 characters added P-TECH values 2017-2018
Military Connected	1	151	151	28	AB2	0	Added 2017-2018

BACKGROUND INFORMATION

NOTE: Zero-fill all non-applicable fields. No blanks are allowed.

School District/BOCES Code – A unique code assigned to a district by CDE. Refer to School District/BOCES Code table.

Student's State ID (SASID) – A **unique** ten digit number must be assigned to each student by CDE.

Local ID (LASID) – The student's Locally Assigned Student ID (LASID). Districts/BOCES may zero fill if they choose not to use a LASID.

Student's First Name – A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.

Student's Middle Name – A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change. Blanks are NOT allowed. Use NMN (no middle name) where appropriate.

Student's Last Name – The name borne in common by members of a family.

Student's Gender – An individual's sex.

01	Female
02	Male

Student's Date of Birth – The month, day, and year on which an individual was born (i.e. 09151989).

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Student's Ethnicity: Hispanic /Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”

0	No – Not Hispanic or Latino
1	Yes – Hispanic or Latino

Student’s Race: American Indian or Alaska Native – A person having origins in any of the original peoples of North or South America (including Central America), and who maintains a tribal affiliation or community recognition.

Also includes:

- Central American Indian groups (e.g., Mayan)
- South American Indian groups (e.g., Taino)
- North American Indian groups (e.g., Navajo)
- Alaska Native groups (e.g., Yup’ik)

0	No – Not American Indian or Alaska Native
1	Yes – American Indian or Alaska Native

Student’s Race: Asian – A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

0	No – Not Asian
1	Yes – Asian

Student’s Race: Black or African American – A person having origins in any of the Black racial groups of Africa.

0	No – Not Black or African American
1	Yes – Black or African American

Student’s Race: White – A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

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0	No – Not White
1	Yes – White

Student’s Race: Native Hawaiian or Other Pacific Islander – A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

0	No – Not Native Hawaiian or Other Pacific Islander
1	Yes – Native Hawaiian or Other Pacific Islander

For additional information regarding the ethnicity and race reporting categories please visit the [CDE Race and Ethnicity webpage](#).

Free/Reduced Lunch Price Eligible – Student meets the federal eligibility criteria for free or reduced lunch price. ~~pursuant to the provisions of the "Federal National School Lunch Act"~~ Eligibility may be documented using one of the following methods:

- Direct Certification
- Application for Free and Reduced Price Meals
- District migrant, homeless, runaway or foster lists
- Head Start documented participation
- Family Economic Data Survey form

For specific guidelines in meeting the criteria for free/reduced lunch price, refer to the [School Nutrition Unit-Free and Reduced Price Processes web page](#), Rules for the Administration of the Public School Finance Act and [the School Auditing Office’s At-Risk/Free Lunch Count Audit Resource Guide](#). ~~the Field Analyst Support Team’s Student October Resource Guide~~. During the Student October Collection for students to be reported as free/reduced lunch price eligible, the student should be identified as qualifying as of the Student October Count date by one of the methods listed above. In absence of current year documentation, a district may carryover prior year eligibility if the count date falls within the first 30 school days of the current school year.

Note: Eligibility should must be reported as appropriate for each individual student. This is true even if a school participates in the Community Eligibility Provision (CEP) or Provision 2, does not provide a lunch program, or does not participate in federal child nutrition programs.

00	Not Eligible
01	Free Lunch Eligible
02	Reduced Lunch Eligible

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Section 504 Handicapped -- The student is identified as handicapped under regulations implementing Section 504 of the Rehabilitation Act of 1973, but may or may not be eligible for special education placement under the Individuals with Disabilities Education Act.

0	No
1	Yes

Immigrant - USDE Definition under Section 3301(6) Title III

A child is an immigrant if he/she is age 3 through 21 and was not born in any state and has not been attending one or more schools in any one or more states for more than 3 full academic years. The term 'immigrant children' means individuals who:

1. Are ages 3 through 21; **AND**
2. Were not born in any state; **AND**
3. Have not been attending one or more schools in any one or more states for more than 3 full academic years.

0	No
1	Yes

Important items to note about immigrants:

1. "States" are defined in legislation as the 50 states, Washington D.C., and Puerto Rico.
2. Determining the legality of a student's immigration status is not a duty of the local school district. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student's parents and the district officials have an obligation to see that the students attend school as mandated by the Colorado School Attendance Law.
3. "Three full academic years" (number 3 above in the definition) is cumulative.

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NOTE

English Learner – The Colorado state definition of an English learner, as defined by the ELPA Act, is a student who is linguistically diverse and who is identified using the state-approved English language proficiency assessment as having a level of English Language Proficiency that requires language support to achieve standards in grade-level content in English. This includes:

- English learners that speak a language other than English and do not comprehend or speak English,
- English learners who comprehend or speak some English but whose primary comprehension or speech is in a language other than English,
- English learners who comprehend and speak English and one or more other languages but whose English Language Development and comprehension is: at or below the mean of students enrolled in the local education provider or below the mean or equivalent on a nationally standardized test; or below the acceptable proficiency level based on the assessments identified by the Department pursuant to section 22-24-106 (1) (a)

Students who have been identified as English Learners, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), **MUST** be provided with some type of language services. **(Note: Districts are not required to test PK students for English skills, however, if a test is given and a student is found to be NEP or LEP, services must be provided).**

For the Student End of Year (EOY) Collection:

Student End of Year for English Learners is a summation of the previous school year, not a reporting of the status of the student for the next year. If a student is reported as NEP or LEP in Student October and/or takes the WIDA/Access English language proficiency test, then that student should be reported as NEP or LEP in the Student End of Year collection.

An English Learner, as defined for Student End of Year purposes, is a student who has a Language Background other than English (ENG) and at any point throughout the school year was served or monitored by a language program. Students who were formerly served and monitored through the district will be tracked differently beginning in 2017-18. Students who have completed their two years of being monitored must be marked as exited for two consecutive school years with a language proficiency of FEP and the appropriate language background and Language Instruction Program codes. Once a student has been exited and FEP for two years the student must be moved to Former English Language Learner (FELL) status.

Language Background - Any student, who has a language proficiency code of Non English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other Than English (PHLOTE), or Former EL (FELL), must have a language background other than English (ENG). You can download an excel file with the list of active and inactive language codes from this site:

https://www.cde.state.co.us/datapipeline/language_codes

Coding ASL (American Sign Language)

While ASL is a recognized language, these fields are meant to describe languages of second language learners as they relate to language instruction programs. If the student is in fact an EL, the language background would not be ASL; it would be something other than English “eng”, such as Spanish “spa”. If it is determined there is a language influence other than English (ASL is considered English for EL programming purposes), then the process of identification would begin and would follow the district policy – W-APT testing, build a

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body of evidence, and a language proficiency of NEP or LEP determined.

Primary Disability -- A 2-digit code representing the student’s Primary Disability. If the student has more than one disability, the code number reported must be that of his or her major disability, as reflected on the student’s Individualized Education Program (IEP).

00	None
01	Intellectual Disability
03	Serious Emotional Disability
04	Specific Learning Disability
05	Hearing Impairment, including Deafness or Hearing Disability
06	Visual Impairment, including Blindness or Visual Disability
08	Speech or Language Impairment
09	Deaf-Blindness
10	Multiple Disabilities
11	Developmental Delay
12	Infant/Toddler with a Disability
13	Autism Spectrum Disorders
14	Traumatic Brain Injury (TBI)
15	Orthopedic Impairment
16	Other Health Impairment

Attends District Funded HSED Program – Student is enrolled in a High School Equivalency Degree (HSED) program using state funds either in the form of a district run HSED program or tuition paid, by the district, to an external HSED program.

0	No
1	Yes

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Homeless -- Flag if the student meets the criteria of a homeless individual according to ~~the 2001 McKinney-Vento reauthorization Act~~ **Subtitle VII-B of the McKinney-Vento Homeless Assistance Act reauthorized in 2015 by the Title IX, Part A of the Every Student Succeeds Act.** A homeless individual is one who lacks a “fixed, regular, and adequate primary nighttime residence,” including children and youth who are:

1. Sharing housing due to loss of housing or economic hardship (not due to cultural preference or a desire to save money)
2. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate housing.
3. Living in emergency or transitional housing.
4. Abandoned in hospitals.
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations.
6. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
7. Migratory children who qualify as homeless because they are living in circumstances described above.

NOTE: Not all persons living in the situations described would be considered homeless. Two major factors to consider when making a determination are the adequacy and permanence of the housing. Information to assist with determining Homelessness by the definition can be accessed at http://www.cde.state.co.us/dropoutprevention/homeless_data Select “Determining Homelessness by the Definition”

0	No
3	Yes and is in the physical custody of a parent or guardian
4	Yes and is not in the physical custody of a parent or guardian (unaccompanied youth)

Primary Nighttime Residence - The temporary residence that is being used by the student as a result of economic displacement. The residence may be either public or private.

00	N/A (must be used if Homeless field = “0”)
01	Shelters / Transitional Living
02	Doubled Up Due to Economic Hardship
03	Unsheltered (Cars, Parks, Campgrounds)
04	Hotels/Motels

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Language Proficiency – A student's English language proficiency is described by his or her ability to speak, listen, read, and write in English. English Learners (EL) must have an English Proficiency rating entered (1, 2, 6, 7, 8, 9) and non-EL students must be coded as 0 or 4. Former English Learners are coded as 5. **Note:** the rules regarding FEP (6, 7, 8, and 9) and FELL (5) have changed, once a student has been FEP for four consecutive school years (two years monitored followed by two years exited) they should be moved to FELL status.

0	Not Applicable
1	NEP - Non English Proficient - A student who speaks a language other than English and does not comprehend, speak, read, or write English.
2	LEP - Limited English Proficient - A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
4	PHLOTE, English Proficient - A student, new to district, who has a Primary or Home Language Other Than English (PHLOTE), has never <i>been served in a language instruction education program (i.e.: ELA, ESL, Bilingual)</i> , and after initial screening and review of a body of evidence, is determined to be proficient in English.
5	FELL- Former EL – A student who previously received language instruction in the reporting district or another district who has been exited from an EL program for two school years. <i>Students who transfer from another and test as fluent should no longer be automatically coded as FELL, instead they should continue with their spot in the FEP progression.</i>
6	FEP, Monitor Year 1 – A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A Monitor Year 1 student should have been re-designated based upon assessments and a body of evidence from previous school year.
7	FEP, Monitor Year 2 – A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A student in Monitor Year 2 should have been re-designated based upon assessments and a body of evidence and have been in Monitor year 1 during the previous school year.
8	FEP, Exited Year 1 - A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A student coded as Exited Year 1 should have been coded as Monitor Year 2 in the previous school year and determined to be exited.
9	FEP, Exited Year 2 - A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English comparable to their monolingual English speaking peers. A student who is coded as Exited Year 2 should have been coded as Exited Year 1 in the previous school year and determined to be exited.

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To determine “Re-designated” status:

Students in a language acquisition program may be ready to be re-designated into a two-year monitoring period (Monitored Year 1 and Monitored Year 2) as outlined by Office of Civil Rights criteria and Title III, Section 3121(a)4.

Definition of a “Re-designated status” student:

1. Has achieved a “Fluent” category on a reliable and valid language proficiency assessment
2. Has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level. After one year of monitoring, it is the district’s decision as to whether to place the student back into a language acquisition program or to monitor for a second year.

To determine if a student is eligible for “Exited” status: After a two year monitoring period, district personnel must evaluate if a student is ready for exit to be marked as exited from a Language Instruction program. It is the district’s final decision as to whether or not the student is ready for exit based on the following criteria. Exited students are no longer monitored. Once exited, a student may be coded as FEP - Exited for 2 years for accountability purposes. Once a student has been exited for two school-years they should then be coded as a Former English Language Learners (FELL, Language Proficiency = 5). Exited status:

Has achieved a “Fluent” category on a reliable and valid language proficiency assessment

1. Has achieved age and grade level academic achievement standards and proficiencies commensurate to the achievement of mainstream students at a partially proficient level.

LIP – Language Instruction Program Indicates the type of English language instructional program used to educate a student who is an English learner.

- Students with a language background of English should be coded 00 (No or Not Applicable).
- Students with a language background that is not English and have a Language Proficiency code of NEP (1), LEP (2), or FEP Monitor Year 1 and Year 2 (6, or 7) should have a valid non-zero (00) code for this field.
- Students who have a Language Proficiency code of PHLOTE (4) or FELL (5) should be coded as Not Applicable (00).
- Students who have a Language Proficiency code of FEP Exited Year 1 or Year 2 (8 or 9) may be coded using any LIP value.
- Students may not be coded in more than one LIP. If multiple programs are used to educate a student please use the one that is predominately used to educate the student.

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00	No or Not Applicable
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-way Immersion
03	Transitional Bilingual Education or Early-Exit Bilingual Education
04	Content Classes with integrated ESL Support
05	Newcomer programs
97	Other
98	Not in a Language Instruction Program, Parent Choice

Special Education Transition-- Specifically designed for 12th grade Special Education students aged 18 to 21 to move students from educational environments to life skills and/or vocation.

0	No
1	Year 1 of Transition
2	Year 2 of Transition
3	Year 3 of Transition
4	Year 4 of Transition

4th year would apply when student's 21st birthday falls after the school year begins and he/she stays an additional semester.

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Alternate Assessment Participant -- A student whose IEP Team has determined and documented in the student’s IEP that the student meets participation requirements as a student with a significant cognitive disability, who will receive modified instruction based upon alternate academic achievement standards (Extended Evidence Outcomes) and who will participate in state alternate assessments required in the student’s enrolled grade level. (This would include the Colorado Measures of Academic Success: Dynamic Learning Maps™ Alternate Assessment for English Language Arts/Literacy and Mathematics; CoAlt Science and Social Studies; Alternate ACCESS for English learners; DLM 10th Grade Alternate Assessment for the 10th grade preparatory exam; and the DLM 11th Grade Alternate for the 11th grade college entrance exam.

This field must be completed for all students in Grade K-12.

0	No
1	Yes

Postsecondary Program Enrollment– Indicate which Postsecondary Program a student is enrolled in on October 1st.

This field is used for the Student October Enrollment Count collection.

The End of Year submission uses values from the Advanced Course Completion file.

Postsecondary Program--Colorado Law provides for high school students to apply credit earned at postsecondary institutions toward high school graduation as well as a postsecondary degree or certificate. Eligible students shall not be more than 21 years old, shall be enrolled in grades 9-12 at a Colorado public school district, and shall have given written notice to the resident school district of intent to enroll at least two months prior to such enrollment. The participating school district and the institution of higher education shall enter into a written cooperative agreement which shall include but not be limited to academic credit and payment of tuition.

Code	Program	Grade
00	Not Applicable	PK - 12
01	<p>ASCENT Program A program which allows concurrent enrollment in postsecondary courses, including academic courses and career and technical education courses, in the year directly following the year in which a student was enrolled in the twelfth grade of a local education provider and has met graduation requirements.</p> <p>This value should be used when a student is in the ASCENT program and the district is</p>	Retained 12 Only

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	<p>using an ASCENT slot from the current year. This would mean the district used all the ASCENT slots allocated by CDE in the prior year.</p> <p><i>Note: All Carry Forward ASCENT slots need to be used before current year ASCENT slots can be used.</i></p>	
02	<p>Concurrent Enrollment A program which allows the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education. The district pays the student’s tuition and the student is receiving dual credit. CU Succeeds and similar programs are not considered concurrent enrollment based on the following statute: <i>Under 22-35-110(1) ‘The provisions of this article shall not apply to any course that is offered as part of a program of off-campus instruction established pursuant to section 23-109 C.R.S.</i></p> <p>Only students in grades nine through twelve may participate in concurrent enrollment.</p>	9 - 12
07	<p>Early College A secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an associate’s degree or sixty credits toward the completion of a postsecondary credential within four years. For a student to be enrolled in Early College they must be enrolled at a CDE approved Early College. You can find the list of approved early colleges on the CDE Postsecondary website.</p>	9-12
08	<p>Dropout Recovery at Community College A dropout recovery program allowing a student who has dropped out of high school, or a student who is at-risk of dropping out of high school, to complete his or her high school graduation requirements exclusively at the community college.</p> <p>Any individual age 16 to 21 who has dropped out of school may participate with the permission of the school district. A participating student who is enrolled in at least</p>	Age: 16 to 21

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	seven credit hours per semester is counted as full-time in the school district’s funded pupil count.	
09	<p>ASCENT Carryforward – Full-Time A program which allows concurrent enrollment in postsecondary courses, including academic courses and career and technical education courses, in the year directly following the year in which a student was enrolled in the twelfth grade of a local education provider and has met graduation requirements.</p> <p>This value should be used when a student is in the ASCENT program and the district is using an ASCENT slot from a prior year and the student will be participating in ASCENT full-time. This would mean the district did not use all the ASCENT slots allocated by CDE in the prior year and decided to carry the slot forward to the next year.</p> <p>Note: All Carry Forward ASCENT slots need to be used before current year ASCENT slots can be used.</p>	Retained 12 Only
10	<p>ASCENT Carryforward – Part-Time A program which allows concurrent enrollment in postsecondary courses, including academic courses and career and technical education courses, in the year directly following the year in which a student was enrolled in the twelfth grade of a local education provider and has met graduation requirements.</p> <p>This value should be used when a student is in the ASCENT program and the district is using an ASCENT slot from a prior year and the student will be participating in ASCENT part-time. This would mean the district did not use all the ASCENT slots allocated by CDE in the prior year and decided to carry the slot forward to the next year.</p> <p>Note: All Carry Forward ASCENT slots need to be used before current year ASCENT slots can be used.</p>	Retained 12 Only
15	<p>P-TECH – Years 1-4 Pathways in Technology Early College High Schools (P-TECH) is a program for students to earn a high school degree and associates degree in a STEM field. Students enrolled in a P-TECH school and participating in the P-TECH program in their first 4 years of high</p>	9-12

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	<p>school should be identified with this code.</p> <p>The list of approved P-TECH schools can be found on the P-TECH website.</p>	
16	<p>P-TECH – Years 5-6 Pathways in Technology Early College High Schools (P-TECH). Students enrolled in a P-TECH school and have completed 4 years of high school and were retained for postsecondary education for 12th grade for their 5th and 6th years of high school should be identified with this field.</p> <p>The list of approved P-TECH schools can be found on the P-TECH website.</p>	Retained 12 Only

Military Connected – Student has a parent or guardian who is an active duty member of the Armed Forces or on full-time National Guard duty.

- Students only need to be identified once per school year for this field. If the parent or guardian becomes an active duty member of Armed Forces or full-time National Guard they may move from 0 (No) to 1 (Yes). If the parent or guardian is no longer an active duty member of the Armed Forces or full-time National Guard they do not need to have their coding changed from 1 (Yes) to 0 (No) during the current school year.
- The definition of Armed Forces, active duty, and full-time National Guard duty can be found in [10 U.S.C. 101](#)(a)(4), 101(d)(1), and 101(d)(5).

0	No
1	Yes

End of Field Definitions

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Document Changes

Date	Description of change	Reason for change	Elements affected
1/12/2016	<p>Changes for the 2016-17 school year – Remove optional fields (address, email, etc.)</p> <p>Remove primary disability 07</p> <p>Note: Migrant field will no longer be used in the 2017-18 school year</p>	<p>Special education has found another way to collect the student address, email, etc.</p> <p>Special education requested the elimination of primary disability 07. Students must be retested and identified with 15 or other disability code.</p> <p>Migrant will be a calculated value and districts do not need to load it</p>	<p>Student's Address Student's Address City Student's Address State Student's Address Zip Student's Primary Telephone Number Student's Secondary Telephone Number Student's Email Address</p> <p>Primary Disability Migrant</p>
1/30/16	<p>Add code 9 to postsecondary program enrollment for Carry Forward ASCENT</p>	<p>This change is required in order to identify students who are funded in the ASCENT program using a carry forward ASCENT slot</p>	<p>Postsecondary Program Enrollment</p>
2/8/16	<p>Change values Ascent to ASCENT</p>	<p>Text change requested by EDAC</p>	<p>Postsecondary Program Enrollment</p>
3/22/2016	<p>Removed Refugee Field</p>	<p>CDE does not need this field as a part of any collection</p>	<p>Refugee Field</p>
4/14/16	<p>Update primary disability text values to match the IEP participation file</p>	<p>Consistency</p>	<p>Primary Disability</p>
3/17/2017	<p>Changing method of reporting English Learners</p>	<p>ESSA requires more detailed program information prompting a change in data collection for EL Students.</p> <p>Removing ESL Status and Bilingual fields</p> <p>Adding LIP field</p> <p>Updating codes for Language Proficiency</p>	<p>ESL Status Bilingual Language Proficiency LIP</p>
3/17/2017	<p>Remove Migrant filed</p>	<p>Tentatively approved last year, the migrant field is no longer necessary in this file.</p>	<p>Migrant</p>

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3/17/2017	Update Postsecondary Enrollment field to report P-TECH and ASCENT, and adding second character to field	Legislative and School Finance requests	Postsecondary Enrollment
3/17/2017	Create Military Connected field	ESSA legislative requirement	Military Connected
3/22/2018	Update Primary Nighttime Residence	Provide clarification on code 01 to include transitional living	Primary Nighttime Residence
2/25/2019	Updated referenced Homeless legislation	Updates to Homeless reference under McKinney-Vento Assistance Act reauthorized by the Title IX, Part A of Every Student Succeeds Act.	Homeless