



Specifications Manual for **Secondary** Career and Technology (CTE) Enrollment and Outcome Systems

Data Collection and Reporting for School Year 2017-2018

List A of State Approved CTE Programs
CTE Student Enrollment
CTE Concentrator Outcomes

Maryland State Department of Education
Division of Career and College Readiness
200 West Baltimore Street
Baltimore, Maryland 21201

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Maryland State Department of Education
200 West Baltimore Street – 6th Floor
Baltimore, Maryland 21201
(410) 767-0433 Voice, (410) 767-0431 FAX, (410) 333-6442 TTY/TDD

Specifications Manual for Secondary CTE Enrollment and Outcome Systems

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Use of CTE Data and the Importance of Data Quality

Like all educational programs, Career and Technology Education (CTE) is experiencing a significant increase in the attention paid to performance data. Increased accountability and reporting the performance of CTE students is a major focus of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV). The files collected by the CTE enrollment and outcome systems form the framework for much of this performance data, and as such, the quality of these files is increasingly important.

Currently, data collected through these files is used for the following:

- Determining eligibility for federal incentive funds at the state level;
- Communicating overall CTE program performance to key stakeholders;
- Reviewing Perkins plans for alignment of resources and opportunities for improvement;
- Evaluating CTE student performance as part of the local school system Master Plan;
- Providing Local Advisory Councils and Program Advisory Committees with performance data on which to evaluate program performance;
- Identifying the lowest relative performing programs to be targeted for revision; and
- Establishing performance levels and targets for increasing CTE student achievement, as required in Perkins IV.

In addition to these uses of data for accountability and program evaluation, high quality data will allow local CTE staff to engage in “management by fact”. Analysis of accurate data will support evaluation, decision-making and operational improvement.

Major steps are taken throughout the data collection process to ensure the accuracy of CTE data including:

- Updating List A and *Classification of Instructional Programs (CIP) codes* for approved CTE programs;
- Updating the *Concentrator Course* designation(s) for each CTE pathway program;
- Using internal statistical controls and *data validation steps* to ensure accurate reporting of CTE student outcomes; and
- Increasing *collaboration with information management* and institutional researchers to ensure accurate and complete file submissions.

Effective January 2008, all Local School Systems must include the state-issued *Unique Student Identifier (SASID)* in all data submissions to MSDE. The CTE record layout includes State Assigned Student Identification.

Technical assistance on issues of data quality or the analysis and use of performance data for program improvement is always available from the Division of Career and College Readiness (DCCR). Such technical assistance can include any of the following:

- Customized troubleshooting of data file construction and submission;
- Large or small group interpretation of performance results; and
- Presentation of custom performance reports to local stakeholder groups.

To access any of these technical assistance resources, please contact your regional CTE Coordinator or Mary O'Connor, Lead Coordinator (410-767-0185).

Regional Coordinators:	Nancy Hauswald	nancy.hauswald@maryland.gov	410-767-0175
	Dean Kendall	dean.kendall1@maryland.gov	410-767-0164
	Traci Verzi	traci.verzi@maryland.gov	410-767-0165

Highlights of Data Collection Process for School Year 2017-18 (FY2018)

Schedule for Data Collection

The order of data collection follows the academic school year. Starting with a Spring enrollment file (for all students in CTE courses that school year) and then a post-graduation, outcome file. The approval of a CTE program (List A) may occur throughout the year, but is validated once per year, prior to the start of the school year.

1. CTE Enrollment File (SY 2017-2018) Due Date: **April 30, 2018**

Each Local School System (LSS) submits CTE Enrollment for the School Year 2017-2018, with students designated as *CTE Concentrators*. It is critical that all CTE Enrollment Files be received by April 30, 2018 for the distribution of CTE Technical Achievement data collection reports.

2. CTE Outcome File (CTE Concentrators) Posted Date: **June 15, 2018**
Due Date: **September 30, 2018**

MSDE will post a “cohort” file of all reported *CTE Concentrators*, including those expected to graduate in the report year (Class of 2018). This file is based on previous years’ submission of CTE Enrollment and students designated as *CTE Concentrators*. The outcome file will include all current concentrators; including those that have exited secondary education (withdraw codes). Each Local School System (LSS) completes the file, providing information on all *CTE Concentrators* expected to graduate and/or exiting (withdraw and transfer) in the report year.

3. List A Verification (for next SY2017-2018) Due Date: **September 30, 2018**

Each Local School System (LSS) verifies the listing of all state-approved CTE programs, including the schools with active enrollment in the programs.

The CTE Outcome file and Enrollment files are posted on the MSDE Secure Transport Server (see page 10). List A Verification occurs through the CTE web application (page 12).

Your Concentrator File Will Be Sent To You!

With the submission of school year (SY) 2017-2018 CTE Enrollment files (submitted by April 30, 2018), we have a full cohort of CTE concentrators for the report year 2017-2018. To simplify data collection, we will make available for download from our secure server a file of unduplicated student records representing all the concentrators that you have submitted for the past three years. (See “Perkins Outcome Data Process” on pages 8 and 9 for more details.) This file will then be the starting point for the **CTE Outcome File** and will need only to be populated with outcome data for these fields:

- Technical Assessment Available (Yes/No) – by CIP
- Technical Assessment Attempted (Yes/No) – by student
- Technical Assessment Passed (Yes/No) – by student
- Withdraw/Transfer/Complete (W/T/C) Status
- Withdraw/Transfer/Complete (W/T/C) Code

Key Changes in the Data Collection Process for School Year 2017-2018

The following changes have been made for the 2017-2018 collection.

- ❖ School Codes for the Exchange of Data (SCED) Course enrollment reporting.

LEA's have been asked in previous years to map local courses to standardized titles using the SCED course listing. CTE courses will now need to be identified with not only the local course code but also the proper SCED course code for CTE data collections.

The following critical changes were made in prior data collections and remain in place for this year.

1. Alignment of the File Layout to other MSDE Data Collections
 - a. The order and definitions of the first twenty six data elements have been aligned to match the other MSDE data collections:
 - i. Local Student ID has been added
 - ii. Middle Initial changed to full Middle Name
 - iii. Generational Suffix has been added
 - iv. Date of Birth redefined to YYYYMMDD format
 - v. Race redefined to a five character element
 - vi. Special Population collection redefined to align with other MSDE collections.
 - b. Single Parent was retained (since it is specific to Perkins) but redefined as a Y/N
2. Expanded data definitions for all elements
3. Added additional detail to the student population that should be reported.

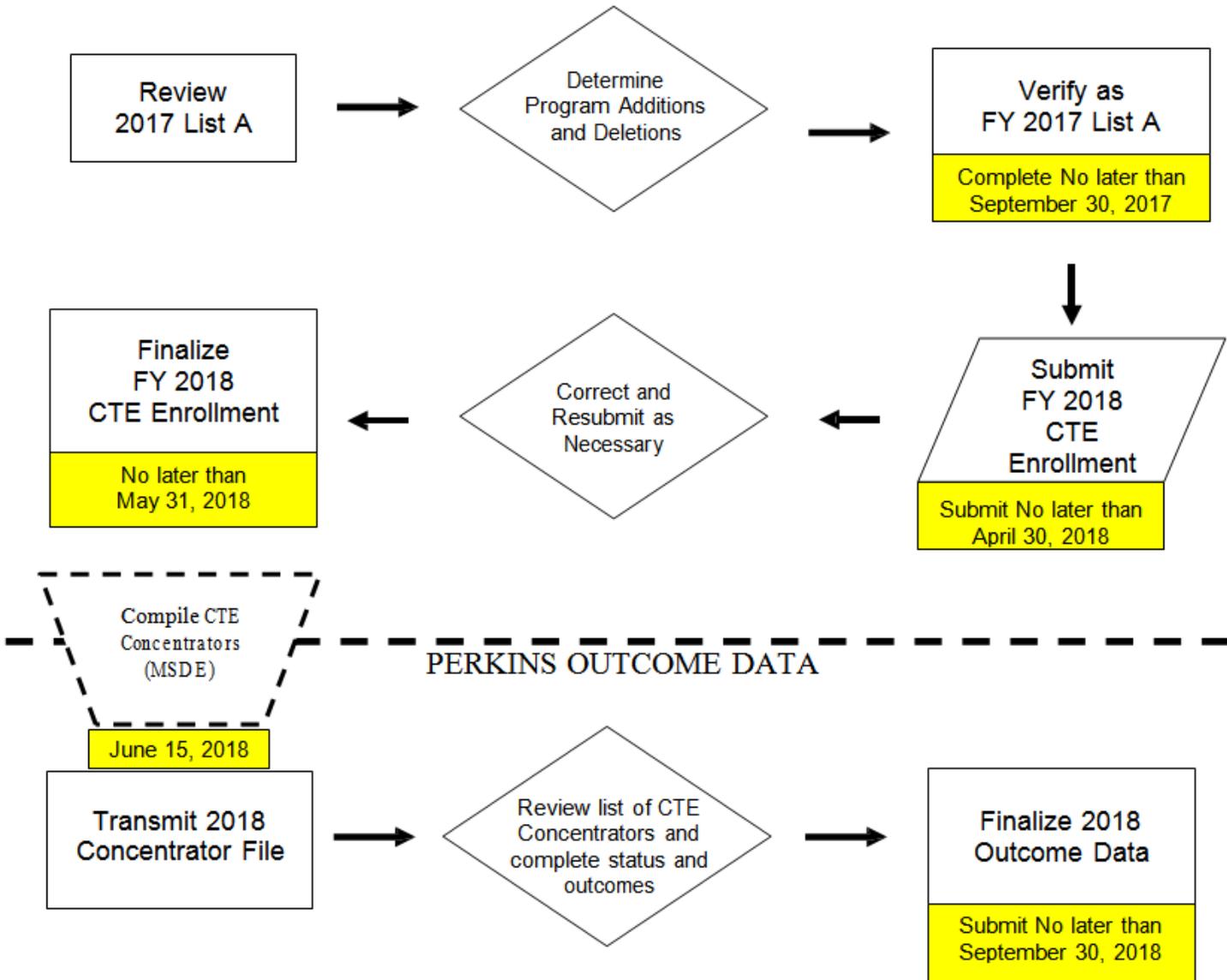
Perkins IV Core Indicators of Performance

Sub- Indicator	Measurement Definition
<p>1S1 Academic Attainment: Reading/Language Arts</p>	<p>Numerator: Number of CTE Concentrators who met the proficient or advanced level on the PARCC – English 10, who, in the report year left secondary education Denominator: Number of CTE Concentrators who, in the report year left secondary education</p>
<p>1S2 Academic Achievement: Mathematics</p>	<p>Numerator: Number of CTE Concentrators who met the proficient or advanced level on the PARCC – Algebra I, who, in the report year left secondary education Denominator: Number of CTE Concentrators who, in the report year left secondary education</p>
<p>2S1 Technical Skill Attainment</p>	<p>Numerator: Number of CTE Concentrators who met state-recognized CTE technical assessments and/or college credit standards who, in the report year left secondary education Denominator: Number of CTE Concentrators that attempted a technical assessment and/or college credit (where available and appropriate) who, in the report year left secondary education</p>
<p>3S1 Secondary School Completion</p>	<p>Numerator: Number of CTE Concentrators who receive Maryland HS diploma, or certificate in the reporting year Denominator: Number of CTE Concentrators who, in the report year left secondary education</p>
<p>4S1 *Graduation Rate</p>	<p>Numerator: Number of CTE Concentrators who in the report year, were included as graduated in the State’s computation of graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA Denominator: Number of CTE Concentrators who in the report year, were included in the State’s computation of graduation rate</p>
<p>5S1 Secondary Placement</p>	<p>Numerator: Number of CTE Completers in postsecondary education, employment or the military, two quarters after graduation Denominator: Number of students who, in the previous reporting year, left secondary education having completed a full CTE program of study (CTE Completers)</p>
<p>6S1 Non-Trad Participation</p>	<p>Numerator: Number of CTE participants, of the underrepresented gender, in non-traditional CTE programs during the reporting year Denominator: Number of CTE participants in non-traditional CTE programs during the reporting year</p>
<p>6S2 Non-Trad Completion</p>	<p>Numerator: Number of CTE Concentrators, of the underrepresented gender, in non-traditional CTE programs who receive Maryland HS diploma, or certificate in the reporting year Denominator: Number of CTE Concentrators in non-traditional CTE programs who receive Maryland HS diploma, or certificate in the reporting year</p>

* The calculation for graduation rate for CTE Concentrators is in alignment with the state calculation for the 4-Year Adjusted Cohort. Only students included in this federal calculation are included in the 4S1 measure. Click [here](#) for a Graduation Rate overview.

CTE DATA SUBMISSION PROCESSES

ENROLLMENT DATA

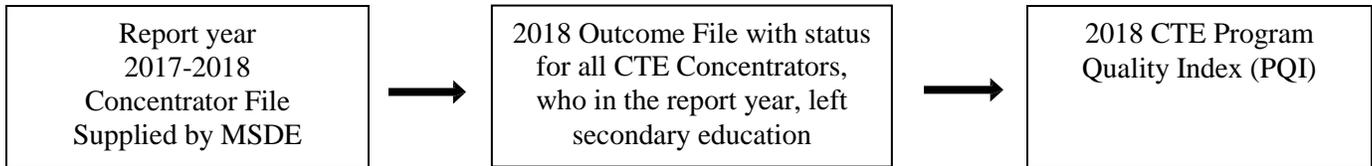


Due Dates for School Year 2017-2018 (FY2018)

Task	Completed by:
2018 CTE Enrollment	April 30, 2018
2018 Concentrators Outcome Measures	September 30, 2018
FY2018 List A Verification	September 30, 2018

Perkins Outcome Data Process

The Perkins Outcome File is designed to collect student performance data for students who achieved a “concentrator” level of CTE participation during their high school career. Each year, based on the enrollment file, any student designated a concentrator is added to the CTE Outcome file. For the reporting year, all CTE concentrators for a three-year cohort will be included in the outcome file.



Empty data fields to be populated:

- Technical Assessment Available (Yes/No) – by CIP
- Technical Assessment Attempted (Yes/No) – by student
- Technical Assessment Passed (Yes/No) – by student
- Withdraw/Transfer/Complete (W/T/C) Status
- Withdraw/Transfer/Complete (W/T/C) Code

A number of points still need to be emphasized:

- The Outcome File is based on students who **exit during the report year**, including CTE concentrators who may exit as sophomores and juniors (non-graduates) during the report year. Please Note: Beginning in 2012, WTC Status and Codes will be reconciled/ validated with the data submitted to the Division of Curriculum, Research, Assessment, and Accountability.
- Students need not have completed the CTE program associated with the concentrator course to be included in this file, however, **the concentrator course designation must be after completing two CTE courses in a four-credit sequence (or post-50% of the program).**
- This streamlined process relies heavily on accurate identification of concentrators in the CTE enrollment file. As such, the Local CTE Director is responsible for identifying the appropriate concentrator course when new programs are developed. It is important that a current table of local concentrator course numbers be maintained and utilized in the construction of this file. For every new or revised CTE program, a concentrator course must be identified and used in subsequent Outcome File construction. Conversely, for any programs that are dropped, the associated concentrator course should be removed.

File Retrieval/Submission

File retrieval and submission should be done using the **MSDE Secure Transport Server**:

<https://sst.msde.maryland.gov>

A separate folder for each school system has been created on this server. Each school system can access their assigned folder with a user name and password. **All CTE data collections need to be placed inside the LEA’s respective folder in order for data to be accessed.** If you see additional folders (ToMSDE, FromMSDE, etc.) you have used the DCAAS log-in not the CTE log-in.

Please contact Nicassia Belton if you have forgotten or do not have your user name and password. Phone: (410) 767-0172/0186 or by Email: nicassia.belton@maryland.gov. The 2018 Concentrators File for each LSS will be placed in the assigned folder on the MSDE Secure Transport Server (June 15, 2018). Each LSS should retrieve their 2018 Concentrators File, update the outcome fields in each student record, and then submit this file as their 2018 Outcome File back to their folder on the MSDE Secure Transport server (due September 30, 2018).

CTE Inclusion into the Maryland Longitudinal Data System (MLDS)

As CTE data continues to be included in the development of the Maryland Longitudinal Data System it becomes increasingly important for CTE leadership and data staff to coordinate with other central office accountability and data personnel. The following data collections and processes include CTE information:

1. High School Status and Completion File
2. Student Course Grade Teacher Data Collection
3. Standardized Course Coding- LEA Mapping Process

Additional, specific information will be provided as it becomes available. A general description of the impact and inclusion of CTE is described below.

High School Status and Completion (HSSC)

This is an end-of-year file where high school completion codes are identified (CTE Completers and Dual USM/ CTE Completers). There are two fields that impact CTE- High School Program Completion and the associated CIP code. This is the source of CTE Completion and Dual Completion in the PQI. The proper identification and coding of CTE Completers (02 codes) and Dual Completers (03 codes) is critical as well as the Alignment of the HSSC CIP to the student's outcome file CIP.

Student Course Grade Teacher Data Collection (SCGT)

This is a semi-annual collection of every student course enrollment record.

Maryland Common Course Catalog (MC3)

LEA's have been asked to map local courses to standardized titles using the SCED (School Codes for the Exchange of Data) course listing. CTE courses will need to be identified (a checkbox is included in the online forms) and mapped to the proper SCED course. Due to the nature of the State Programs of Study, these courses were specifically added to the SCED course listing and their course titles were prefaced with "CTE-." When mapping courses, these course titles should only be used for courses that are part of a State Program of Study, locally developed program courses should be mapped to other SCED course options.

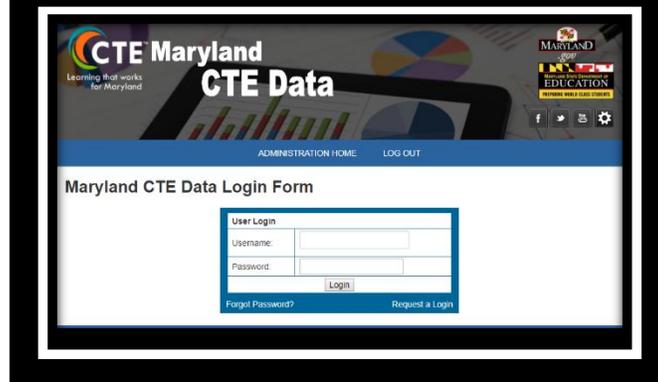
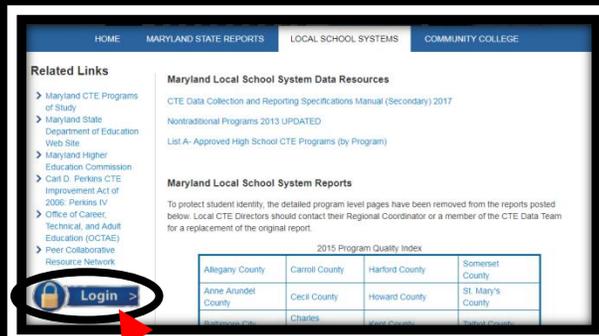
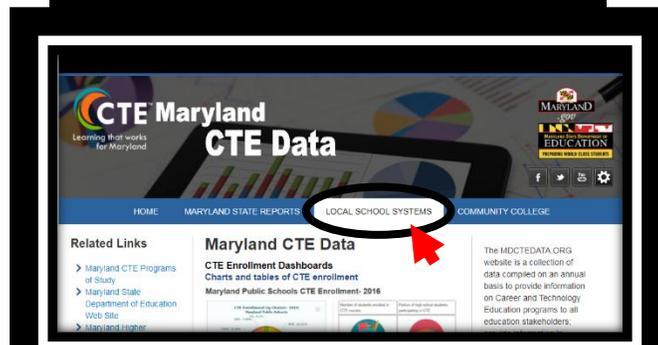
List A Verification Process

List A Verification is conducted on-line through the CTE Data website- www.mdctedata.org. If you do not already have an account please click on the following link to “Request a Login”:
<https://www.mdctedata.org/admin/userRequest.php>

To verify List A follow these steps:

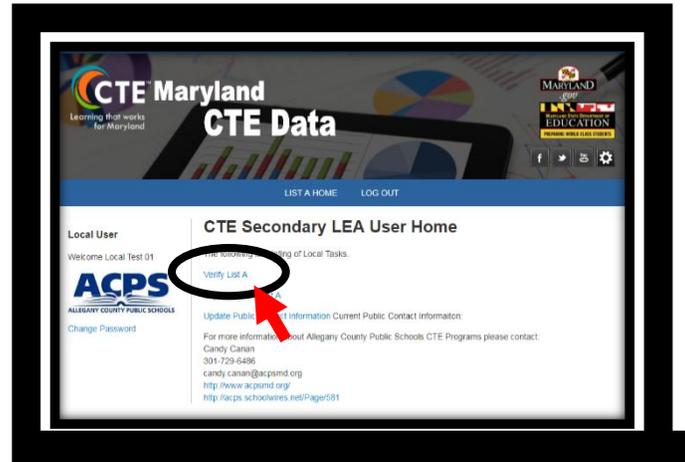
1. Go to www.mdctedata.org and click on Local School Systems from the main navigation.
2. From the Local School Systems page, click the Login button on the bottom of the left side navigation.
3. Enter your user name and password and click **“Login”**

This screenshot shows the 'Maryland CTE Data User Form' registration page. It includes fields for Username, Password, Confirm Password, Full Name, Email, and LEA/College. There is also a checkbox for 'I'm not a robot' and a 'Request Account' button.

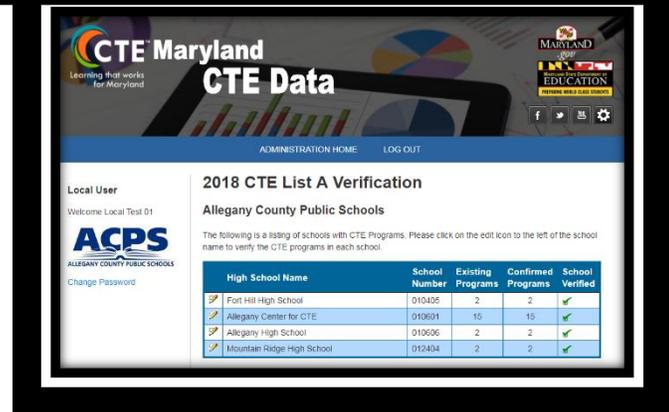


- You will be directed to the Local User Home screen. Select the **“Verify List A”** link from the listing of local tasks.

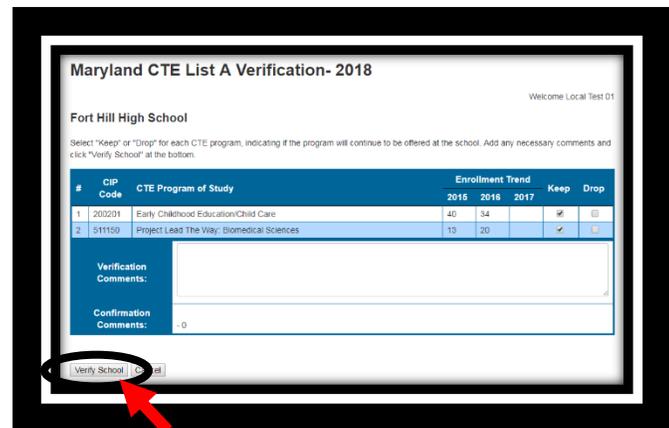
*Additional Note: From here you will also see other reports and tasks available to you. **“Update Public Contact Information”** will allow you to enter public facing contact information for your system to be used as public CTE reports are developed.*



- You will be presented with a table of all current programs. Click on the  icon to access every school listed.



- From this verification screen, verify each program as either “Included” or “Excluded” from List A (Note: any program that shows no enrollment for three consecutive years will default to “Exclude” though you can change that designation.)



- If there are other issues pertaining to programs, a message can be written in the text box. These messages will be reviewed by MSDE staff when the verification is confirmed. A response message will be recorded as well.
- Once you have reviewed all programs, select the **“Verify School”** button to complete your verification.

Data Definitions for New Measures

Perkins III legislation required utilizing a new level of Career and Technology Education (CTE) participation – *CTE Concentrator* – for a number of accountability measures. This designation indicates a student who intends to complete a CTE program. In Maryland, the threshold level of participation utilized is identification of a *Concentrator Course* for each approved CTE program. The course, or courses, selected for each program represent the most accurate indication that a student intends to pursue a program of study leading to CTE Completer status. This leads to the adoption of the following definitions in Maryland:

- CTE Enrollee:** Any student enrolling in at least one course which is part of an identified CTE completer program
- CTE Concentrator:** Any student enrolling in a course at the *Concentrator Course* level for a CTE Completer program (post 50% of the program sequence)
- CTE Completer:** Any student who meets all requirements outlined in the approved proposal for a CTE Completer program

Any student who enrolls in an identified *Concentrator Course* will be flagged as a *CTE Concentrator*. From this point in time, outcomes for that student will be collected and reported for the performance indicators. Local School Systems, in consultation with MSDE/DCTAL have identified the course (or courses) which best represent a *CTE Concentrator* course for each approved CTE Completer program. A list of these courses for each school system has been compiled by the local Career and Technology Education (CTE) Director. The list of *CTE Concentrator* courses should be locally reviewed each year concurrent with the review of List A.

Figure 1: Sample CTE Concentrator Course Identification

Career Cluster: Manufacturing, Engineering & Technology		
Career Pathway CTE Completer Program	Engineering Technology (Option 1)	Engineering Technology (Option 2)
CIP Code	15.1101	15.1101
Required Completer Sequence Courses (Indicate # of credits in parentheses)	Principles of Technology A (.5) Principles of Technology B (.5) PT Physics A (.5) PT Physics B (.5) Pre-Engineering A (.5) Pre-Engineering B (.5) One Credit From Communications Systems Technological Innovations	Pre-Engineering A (.5) Pre-Engineering B (.5) One Credit From: Principles of Technology or PT Physics One Credit From: Communications Systems Technological Innovations One Credit From: Internship or OJT
CTE Concentrator Course(s)	Pre-Engineering A or B	Communications Systems Technological Innovations
Suggested Elective Courses		

Using Performance Data for Program Improvement

Local access to high quality performance data for CTE programs is rapidly expanding. MSDE provides this data in alignment with some core principles regarding the use of performance data for program improvement. These include the following:

1. Performance data must be **aligned** with the mission, strategic direction, goals and objectives and short-term action plans of the organization. While much of this direction is set locally, the Maryland CTE community has outlined a common direction in the document, *Policies and Procedures for the Development and Continuous Improvement of CTE Programs*.
2. Performance data must be compared to appropriate **benchmarks**. In general, the performance improvements demanded by the quality framework described above require significantly more than incremental annual improvements.
3. Performance data must be appropriately **segmented**. In looking for opportunities to improve performance, it is generally not sufficient to look solely at aggregate data. While performance for an entire population may appear satisfactory, drilling down to view the data for various subpopulations may reveal significant differences in performance. Appropriate data segments may include: race, gender, special populations, programs, and schools.
4. Performance data must be widely **communicated**. To be effective, there must be substantial transparency of performance data to all key stakeholders. This requires providing ready access to the full range of data in forms that provide meaningful answers to the questions these groups may be asking.

To facilitate the use of performance data consistent with these principles, the Student and Assessment Services Branch provides the following data products:

Local Perkins Accountability Report (LPAAR)

The LPAAR is the basic data package for the reporting of Perkins Outcome measures. It includes:

- a local school system summary of performance with comparisons to the overall state performance
- trend charts for each sub indicator comparing local school system performance to overall state performance for a three year period
- segmented data charts for each sub indicator showing subpopulation performance by race, gender
- and special populations for the current year

Program Quality Index (PQI)

The PQI provides data at the CIP program level for each school system. It reports on all Perkins sub indicators plus a number of other data points that align with quality CTE programs as described in the *Policies and Procedures* document. This data is presented in the form of a spread sheet for ease of manipulation and includes the following:

- Perkins Core Indicators of Performance for each sub-indicator
- Enrollment data (for the last five years)
- Completer data (HS Status and Completion file reported in the MSDE Report Card)
- Dual Completion Rates (HSSC-High School Completer designation)

Please see data dashboards at MDCTEData.org.

Appendix A: Secondary CTE Enrollment Specifications

Reported Population/State-Approved Programs

All students who have been active for any portion of the school year and enrolled in **state-approved** career and technology education should be submitted. This includes students who exit from or transfer into or out of your LEA. For semester CTE courses, all completed (regardless of pass/ fail status) fall course enrollments should be included as well as any in-progress spring enrollments. Students that were enrolled in a CTE course when they exited or transferred from your LEA should be reported. Programs must be on the school system's List A on file with DCCR, Maryland State Department of Education. Students enrolled in programs added to List A during the 2017-2018 school year may also be included provided approval was granted for FY 2018 and made prior to enrollment submission.

Multiple Courses/Multiple Programs

A student enrolled in multiple CTE courses should have separate record for each course enrolled. This change is part of the data quality effort to validate CTE enrollment numbers and Student Course Grade Teacher CTE course submissions with each other.

If a student is enrolled in a course that could be a part of multiple CTE programs of study, there should only be one record for that particular student's course enrollment. If the student's particular program of study is not known or not available, report the lowest CIP associated with the course. For example, if a student is taking an introductory business course that could be part of either a Business Management (520251) or Finance and Accounting (520354) programs of study and the student's actual program is not known or not available, report the enrollment as 520251, not both.

The collection and reporting of student outcomes will continue to be single records for each student. Graduation rates, and all other Perkins indicators of performance are based on a per student calculation. The student may only be reported as a single graduate. The last CIP code associated with the student (usually the concentrator designation) is the program credited with this student.

Social Security Number

It is critical to specify the student's social security number because many of the new federally-required Perkins performance measures and the Maryland high school graduate follow-up system are based on the ability to identify a student using that number. This information is strictly confidential and is used for educational purposes. At no time is individual student data identifiable. All data are aggregated.

State Assigned Student ID (SASID)

Effective January 2008, all Local School Systems must include the state-issued *Unique Student Identifier (SASID)* in all data submissions to MSDE. The CTE record layout includes State Assigned Student Identification.

Appendix B: CTE Secondary Student Record Layout

Data may be submitted as a 'flat file' or as an Excel spreadsheet.

All fields or cells are text format to preserve the leading zero that may occur in some fields/cells.

Data Element	Valid Codes	Type	Length	Position	
				Start	End
LEA Number	01-23, 30	C	2	1	2
School Number	Valid MSDE school number	C	4	3	6
State Assigned Student ID	State Assigned Student ID	C	10	7	16
Local Student ID Number	Locally defined	C	10	17	26
Last Name	No punctuation	C	25	27	51
First Name	No punctuation	C	15	52	66
Middle Name	No punctuation	C	15	67	81
Generational Suffix	Jr, Sr, I, II, III, etc.	C	3	82	84
Date of Birth	YYYYMMDD	N	8	85	92
Grade	01-12, 91-96	C	2	93	94
Gender	1 or 2	C	1	95	95
Hispanic/Latino Ethnicity	Y or N	C	1	96	96
Race	0, 1-5	C	5	97	101
Social Security Number	9 digits or pseudo 000000000	C	9	102	110
Filler			1	111	111
Title I Indicator	Y or N	C	1	112	112
Free/Reduced Price Meals	Y or N	C	1	113	113
Migrant	Y or N	C	1	114	114
Foreign Exchange Student	Y or N	C	1	115	115
Special Education	Y, N, E, 2, or 3	C	1	116	116
Special Education End Date	YYYYMMDD	N	8	117	124
Certificate of Program Completion	Y or N	C	1	125	125
ELL Indicator	Y, N or E	C	1	126	126
ELL Begin Date	YYYYMMDD	N	8	127	134
ELL End Date	YYYYMMDD	N	8	135	142
Filler	Blank		1	143	143
Single Parent	Y or N	C	1	144	144
CIP	Valid CIP Code	C	6	145	150
Concentrator	C or Null	C	1	151	151
LEA Course Code	Left justified	C	10	152	161
SCED Course Code	Left Justified	C	5	162	166
Technical Assessment Available*	Y or N	C	1	167	167
Technical Assessment Attempted*	Y or N	C	1	168	168
Technical Assessment Passed*	Y or N	C	1	169	169
WTC Status*	W, T, C	C	1	170	170
WTC Code*		C	2	171	172
Submission Date	YYYYMMDD	N	8	173	180

* For Outcome File Only - Not used during Enrollment Submission

Appendix C: Enrollment Data Definitions and Coding Instructions

Data Element	Definition and Instructions
LEA Number	<p>The two-digit state designation of the Local Education Agency:</p> <ul style="list-style-type: none"> 01 Allegany County 02 Anne Arundel County 03 Baltimore County 04 Calvert County 05 Caroline County 06 Carroll County 07 Cecil County 08 Charles County 09 Dorchester County 10 Frederick County 11 Garrett County 12 Harford County 13 Howard County 14 Kent County 15 Montgomery County 16 Prince George’s County 17 Queen Anne’s County 18 St. Mary’s County 19 Somerset County 20 Talbot County 21 Washington County 22 Wicomico County 23 Worcester County 30 Baltimore City 32 The SEED School
School Number	<p>The four-digit code assigned to the school building. This number is assigned by the LEA and used when reporting any data to MSDE by school. Must be unique <u>within the LEA</u>.</p>
State Assigned Student ID (SASID)	<p>The valid State Assigned Student ID Number assigned through the USIS system. Cannot contain pseudo numbers and cannot be BLANK. This number must be the same on all data files</p>
Local Student Identification Number (LOCID)	<p>The number assigned by the Local Education Agency – any combination of numbers (not more than ten characters) right aligned. If fewer than ten characters are used, zero fill remaining positions to the left. This number must be the same on all data files.</p>
Student’s Last Name	<p>Indicate up to twenty five (25) characters of the student’s surname. Do not use punctuation.</p>
Student’s First Name	<p>Indicate up to fifteen (15) characters of the student’s given name. Do not use nicknames, initials, or punctuation.</p>
Student’s Middle Name	<p>Indicate up to fifteen (15) characters of the student’s middle name. Do not use nicknames, initials, or punctuation.</p>
Student’s Generational Suffix	<p>This three byte data element is used to identify records that include a generational suffix as part of the identified name. Valid values include Jr, JR, II, III, IV, V. Data reported for this element should be alpha characters</p>

Data Element	Definition and Instructions
	right justified with null values prefilled to the left without punctuation. Please use Roman numbering for standardization – 2nd should be II (ii), 3rd should be III (iii), 4th should be IV (iv), 5th should be V. Jr and II are unique occurrences and both are valid values. Consistently report as indicated per evidence of birth.
Student's Date of Birth	Eight-digit date (YYYYMMDD) of the student's birth.
Student's Grade Level	The two-digit number of the grade in which the student is placed: 09-12 Grades 9 through 12
Student's Gender	The one-digit code for gender of the student: 1. Male 2. Female
Student's Ethnicity	A "Y" or "N" indicator for Hispanic/Latino origin Y Yes, of Hispanic/Latino N No, not of Hispanic/Latino origin
Student's Race	Five character string. Must identify at least one - may identify multiple. Position 1: 0 or 1 American Indian/Alaska Native Position 2: 0 or 2 Asian Position 3: 0 or 3 Black or African American Position 4: 0 or 4 Native Hawaiian or Other Pacific Islander Position 5: 0 or 5 White Examples for Reporting Ethnicity and Race: <i>Respondent's Ethnicity and Race:</i> <i>Reported as:</i> A. Student identified as non-Hispanic and Asian N02000 B. Hispanic student identified as Black Y00300 C. Non-Hispanic student with multiple races of Asian N02045 Pacific Islander, and White
Title I Indicator	A "Y" or "N" indicator of status of a student as of end of school year. Students receiving services in whole or in part by Title I of the Elementary and Secondary Education Act (ESEA), No Child Left Behind Act of 2001, are coded "Y." All other students are coded "N." Students should be classified based on the requirements of the specified data collection.
Student's Social Security Number	For all students when available. For students with no social security number, the field should be populated with nine zeros.
Free and Reduced Price Meal Services (FARMS)	A "Y" or "N" indicator of a student's eligibility to receive free/reduced price meals that met family size and income guidelines (as promulgated annually by the U.S. Department of Agriculture), and students approved through direct certification as indicated by the Free/Reduced Price Meals.
Migrant	A "Y" or "N" indicator for migratory child. A migrant student is defined under 34 CFR 200.40 and required by the No Child Left Behind Act, Section 1309(2).
Foreign Exchange Student	A "Y" or "N" indicator for Foreign Exchange students. Include students who will be returning to their home country for graduation.
Special Education (SE) Services	Indicator of special education status. Should be classified based on the requirements of the specified data collection. MSDE uses the date of June 1 st as the start of the two-year reporting period.

Data Element	Definition and Instructions	
	N	No, student does NOT have an IEP or IFSP and is not receiving Special Education Services.
	Y	Yes, student has an IEP or IFSP and is receiving Special Education services.
	E	Exited the program within the past two school years, student is not currently receiving Special Education Services.
	2	Section 504 Code
	3	Exited Special Education and placed in Section 504 Code
Special Education End Date	Eight-digit date (YYYYMMDD) when special education services ended. Required if SPED Indicator = E.	
Certificate of Program Completion	For Students with a Special Education indicator of "Y", if the student's IEP indicates that the student is on track to receive a Certificate of Program Completion	
English Language Learner (ELL) Indicator	A student who has a primary or home language other than English and who has been assessed as having limited or no ability to understand, speak, or read English. Students should be classified based on the requirements of the specified data collection.	
	Y	Currently receiving ELL services includes refused ESOL services ELLs, and ELLs who moved out of the county while still receiving ELL services
	N	Not receiving ELL services
	E	Exited the program within the past two school years, not currently receiving ELL services includes refused ESOL services ELLs who meet exit criteria
ELL Begin Date	Eight-digit date (YYYYMMDD) when ELL services began. Required if ELL Indicator = E	
ELL End Date	Eight-digit date (YYYYMMDD) when ELL services ended. Required if ELL Indicator = E	
Single Parent	A "Y" or "N" indicator for a single parent. A single parent means a student who is unmarried or legally separated from a spouse, and has a minor child or children for which the parent has either custody or joint custody, or is pregnant.	
CIP	Each student course record must be identified by the appropriate Classification of Instructional Programs (CIP) code associated with the program of study. To determine a student's CIP code, identify the student's school where the career and technology education program is offered and use that school's LIST 'A'. LIST 'A' can be obtained from the local director of CTE in each school system. Classifying the student in the correct CIP code is extremely important. The field is defined as text to retain any leading zero that could occur.	
Concentrator	The one-character code designating whether the student is enrolled in a course identified as a concentrator course	
	C	Concentrator
	0	Not a Concentrator
LEA Course Code	The unique local course number that identifies the course as noted in the course catalog.	
SCED Code	The unique Maryland course number that identifies the course as noted in the Maryland Course catalog.	

Data Element	Definition and Instructions
Technical Assessment Available*	A “Y” or “N” designation to indicate if a technical assessment (industry certification and/or the awarding of college credit) is available to the student, prior to graduation. This is designated by program area (CIP).
Technical Assessment Attempted*	A “Y” or “N” designation to indicate whether the individual student attempted/took the technical assessment (industry certification).
Technical Assessment Passed*	A “Y” or “N” designation to indicate if an individual student has passed an assessment aligned to industry standards and/or earned college credit aligned to the program.
WTC Status*	A one-character code designating the student’s status
	W Withdrew
	T Transfer
	C Complete
WTC Code*	Withdraw/Transfer/Complete (W/T/C) code numbers are taken from the Maryland Student Records System Manual.
Submission Date	Eight-digit date (YYYYMMDD) when the file was submitted to MSDE

***For Outcome File Only – Not used during Enrollment submission**

Appendix D: Nontraditional CTE Programs

The Nontraditional Occupations for Males from 2013 BLS Data and Nontraditional Occupations for Females from 2013 BLS Data, prepared by the *National Alliance for Partnerships in Equity*. A full listing may be found at www.mdctedata.org.