2023-2024 Student Interchange – Student Demographic

Changes from 2022-2023 are highlighted in yellow.

CSI clarifications and additions are in green text

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

Dependencies:
Student has been assigned a SASID and updated in RITS.

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, READ, Attendance, Student Discipline

CSI seeks to ensure its resources are as accessible as possible. If you experience any difficulty in accessing a resource, please reach out to
Communications_CSI@csi.state.co.us

* Indicates required field
NOTE: ZERO-FILL ALL NON-APPLICABLE FIELDS
A header row is required.

**Please note the requires field/digit length for each entry to prevent Level 1 Errors in advance.

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order		Excel Column	Example(s)	Remarks
School District/BOCES Code* 🔑	4	1	4	1		A2	0000	8001 for CSI Schools.
Student's State ID (SASID)* 🔑	10	5	14	2		B2	0000000000	
Local ID (LASID)*	10	15	24	3		C2	0000000000	Can be zero-filled if NA
Student's First Name*	30	25	59	4		D2	Valid name	
Student's Middle Name*	30	60	89	5		E2	Valid name	'NMN' for students that do not have a middle name
Student's Last Name*	30	90	124	6		F2	Valid name	
Student's Gender*	2	125	126	7		G2	01,02	
Student's Date of Birth*	8	127	134	8		H2	12312013, 08152008	Format is MMDDYYYY
Student's Ethnicity: Hispanic or Latino*	1	135	135	9		I2	0	Changed to yes-1 or no-0
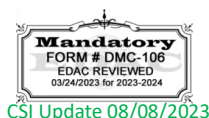
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Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
Student's Race: American Indian or Alaska Native*	1	136	136	10	J2	0	~~Changed to yes-1 or no-0~~
Student's Race: Asian*	1	137	137	11	K2	0	~~Changed to yes-1 or no-0~~
Student's Race: Black or African American*	1	138	138	12	L2	0	~~Changed to yes-1 or no-0~~
Student's Race: White*	1	139	139	13	M2	0	~~Changed to yes-1 or no-0~~
Student's Race: Native Hawaiian or Other Pacific Islander*	1	140	140	14	N2	0	~~Changed to yes-1 or no-0~~
Free/Reduced Lunch Price Eligible*	2	141	142	15	O2	00	
Free Lunch Eligibility Identification*	1	143	143	16	P2	0	Added in response to House Bill 22-1202 in 2023-2024
Section 504 Having a Disability ~~Handicapped~~*	1	144	144	17	Q2	0	
Immigrant*	1	145	145	18	R2	0	
Language Background*	3	146	148	19	S2	eng, spa, or vie	
Primary Disability*	2	149	150	20	T2	00	
Attends District Funded HSED Program*	1	151	151	21	U2	0	
Homeless*	1	152	152	22	V2	0	
Cause of Housing Crisis*	2	153	154	23	W2	00	Added 5/20/2020 in response to COVID-19
Additional Cause of Housing Crisis*	2	155	156	24	X2	00	Added 5/20/2020 in response to COVID-19
Primary Nighttime Residence*	2	157	158	25	Y2	00	
Language Proficiency*	1	159	159	26	Z2	0	
Language Instruction Program*	2	160	161	27	A 2	00	
Special Education Transition*	1	162	162	28	AB2	0	
Alternate Assessment Participant*	1	163	163	29	AC2	0	
~~Postsecondary Program Enrollment~~*	~~2~~	~~163~~	~~164~~	~~30~~	~~AD2~~	~~0~~	~~Expanded to 2 characters added P-TECH values 2017- 2018~~
Military Connected (Students whose parent(s) or guardian(s) are active-duty military or full-time National Guard duty.)*	1	164	164	30	AD2	0	

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Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
Military Enlisted (Student who has or will enlist in the military.)*	1	165	165	31	AE2	0	Added 1/15/2020

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. 8001 for CSI schools.

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** – identifies as female (including a transgender student who identifies exclusively as female)
02	**Male** – identifies as male (including a transgender student who identifies exclusively as male)
03	**Nonbinary** – does not identify exclusively as male or female. Nonbinary does not refer to a transgender student who identifies exclusively as either male or female.

Student's Date of Birth – The month, day, and year on which an individual was born (i.e. 04101995).

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

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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.

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.

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Free/Reduced Lunch Price Eligible – Student meets the federal eligibility criteria for free or reduced lunch price. Eligibility may be documented using one of the following methods:

- Direct Certification
  - <mark>Categorical Eligibility (can extend eligibility to other household members):</mark>
    - <mark>Medicaid</mark>
    - <mark>SNAP - Supplemental Nutrition Assistance Program</mark>
    - <mark>TANF - Temporary Assistance for Needy Families</mark>
    - <mark>FDPIR - Food Distribution Program on Indian Reservations</mark>
  - <mark>Other Source Categorical Eligibility (district lists, student specific eligibility):</mark>
    - <mark>Migrant</mark>
    - <mark>Homeless</mark>
    - <mark>Runaway</mark>
    - <mark>Foster</mark>
    - <mark>Head Start documented participation</mark>
- Application for Free and Reduced-Price Meals
- Family Economic Data Survey form
- ~~District migrant, homeless, runaway, or foster lists~~
- ~~Head Start documented participation~~

<mark>Districts should upload student enrollment data into the Colorado Nutrition Portal as much as possible to maximize the number of students that may be eligible for free or reduced-price meals. For uploading instructions visit this [webpage](#).</mark>

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. [School Meal Eligibility Website](#)

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. <mark>If your Student October Count date isn't within the first 30 school days of the school year, [a Variance Waiver](#) can be requested.</mark>

Note: Eligibility 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. <mark>For more information on Provisional Programs and how it impacts At-Risk, visit this [webpage](#).</mark>

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00	Not Eligible <mark>(Paid Lunch)</mark>
01	Free Lunch Eligible
02	Reduced Lunch Eligible

DO NOT: Set FRL end date as the last day of school. Either use 6/30 or. at the least. a few weeks after the last dav of school.

Please consult the CSI FRL web-page for more information on how to correctly collect student eligibility data.

<mark>**Free Lunch Eligibility Identification –** Indicate the documentation the LEA used to identify the student as free lunch eligible (as reported in the Free/Reduced Price Eligible field). The Free/Reduced Price Eligible field must be marked Free Lunch Eligible ('01') to use a code other than Not Identified as Free Lunch Eligible ('0'). Students that are Not Eligible (Paid Lunch) ('00') or Reduced Lunch Eligible ('02') must be coded as Not Identified as Free Lunch Eligible ('0').</mark>

<mark>Note: Beginning in the 2023-2024 school year, House Bill 22-1202 creates a new At-Risk Measure for the School Finance formula which requires LEAs to indicate how a student's free lunch eligibility was documented.</mark>

<mark>0</mark>	<mark>Not Identified as Free Lunch Eligible</mark>
<mark>1</mark>	<mark>Direct Certification (Medicaid, SNAP, TANF FDPIR)- including extension to other household members</mark>
<mark>2</mark>	<mark>Other Source Categorical (Migrant, Homeless, Runaway, Foster, Head Start documented participation)- LEA lists, student specific eligibility</mark>
<mark>3</mark>	<mark>Application (Application for Free and Reduced-Price Meals, Family Economic Data Survey Form, or Combination form)</mark>

Section 504 <mark>Having a Disability</mark> ~~Handicapped~~ - The student is identified as <mark>having a disability</mark> ~~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 <mark>their</mark> ~~he/she is~~ age <mark>is</mark> 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. <u>Have not</u> been attending one or more schools in any one or more states for more than 3 full academic years.

0	No
1	Yes

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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.

For more information regarding Immigrant students, please visit the Federal Program's [webpage](#).

The Immigrant data field reported in the state collections (October Count and EOY) is supposed to only be for the purpose of reporting students for Title III eligibility for the "Immigrant Set Aside" (http://www.cde.state.co.us/fedprograms/titleiiiimmigrantsetaside). The data field does not follow the federal definition of an immigrant student since it is only used for the purpose of Title III and is optional for schools to complete. The data is reported to the US Department of Ed, but only as an aggregate count by school. If it's reported in the federal Civil Rights collection, then it would only be reported by aggregate count there also. This Immigrant data field is not a Categorical Eligibility Determination used to determine Free and Reduced Lunch status for students. Those categories are foster, migrant, and homeless. In other words, students flagged as immigrant in this data field do not automatically qualify for free lunch.

Notes

English Learner – The Colorado state definition 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 <mark>(ELP)</mark> 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 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)
- <mark>English Learners are represented by their English language proficiency in speaking, listening, reading, and writing</mark>

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~~ <mark>district administered local assessment</mark> is given and a student is found to be NEP or LEP, services must be provided).**

For the Student End of Year (<mark>SEY</mark>~~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 <mark>(Kindergarten ACCESS, ACCESS of ELLs, Alternate ACCESS)</mark> 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.~~

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Language Background – This field captures the home language of the student as reported on a Home Language Survey (HLS). 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~~ English Learner (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~~ The list of active and inactive language codes can be found here.

<u>Coding ASL (American Sign Language)</u>

American Sign Language (ASL) is considered English. Students should not be considered an English Learner solely because of their reliance on ASL for communication due to deafness or hearing impairment. If it is determined there is a language influence other than English, 'eng', through a HLS, the process of English learner standardized Identification should be followed. Administer screener assessment (K Screener/WIDA Screener), build a body of evidence, and determine language proficiency as NEP or LEP.

~~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 –administer identification screener assessment (K Screener/WIDA Screener), build a body of evidence, and determine language proficiency as NEP or LEP.~~

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 the student's ~~his or her~~ major disability, as reflected on the student's Individualized Education Program (IEP).

> Students on an IEP must have a non-zero Primary Disability

00	None Cannot use for students with IEP.
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 Disorder

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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

Homeless – ~~Flag~~ Indicate if the student meets the criteria of a homeless individual according to Subtitle VII-B of the McKinney-Vento Homeless Assistance 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.

Notes:

- Homeless determinations are made by McKinney-Vento district liaisons and are conducted on a case by case basis. Not all persons living in the above situations would automatically be considered homeless. To find your district's McKinney-Vento liaison, visit this webpage.
- Students experiencing homelessness may or not be in the physical custody of a parent or guardian. If the student meets the definition of homeless and is not in the physical custody of a parent or guardian, then they are considered unaccompanied youth.
- Once a student is identified as homeless, they will remain identified and eligible for services throughout the school year regardless of housing status. For more information, visit the Student Support webpage.
- ~~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"~~

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<table>
<tr><td>This field cannot be left blank. If a student is not homeless then it must be 0-filled.</td><td>0</td><td>No</td></tr>
<tr><td></td><td>3</td><td>Yes, and is in the physical custody of a parent or guardian</td></tr>
<tr><td></td><td>4</td><td>Yes, and is not in the physical custody of a parent or guardian (unaccompanied youth)</td></tr>
</table>

Cause of Housing Crisis – The primary cause behind a student being homeless. The Homeless field must be marked <mark>Yes ('3' or '4') to use a code other than N/A ('00').</mark>

<table>
<tr><td>This field cannot be left blank. If a student is not homeless then it must be 0-filled.</td><td>00</td><td>N/A <s>(Must be used if Homeless field – "0")</s></td></tr>
<tr><td></td><td>01</td><td>Eviction/Foreclosure/Cannot afford housing</td></tr>
<tr><td></td><td>02</td><td>Household/Domestic Factor</td></tr>
<tr><td></td><td>03</td><td>Loss or decrease in income/Loss of job/Seasonal Employee</td></tr>
<tr><td></td><td>04</td><td>Natural Disaster</td></tr>
<tr><td></td><td>05</td><td>Pandemic</td></tr>
<tr><td></td><td>98</td><td>Prefer not to answer/Decline</td></tr>
<tr><td></td><td>99</td><td>None of the above</td></tr>
</table>

Additional Cause of Housing Crisis – The secondary cause behind a student being homeless. The Homeless field must be marked <mark>Yes ('3' or '4') to use a code other than N/A ('00').</mark> N/A is <mark>also</mark> used when there is not a secondary cause.

00	N/A
01	Eviction/Foreclosure/Cannot afford housing
02	Household/Domestic Factor
03	Loss or decrease in income/Loss of job/Seasonal Employee
04	Natural Disaster
05	Pandemic
99	None of the above

Primary Nighttime Residence – <mark>According to the McKinney-Vento Homeless definition, indicate which of the following best describes the student's current living situation. The Homeless field must be marked Yes ('3' or '4') to use a code other than N/A ('00').</mark> <s>The temporary residence that is being used by the student as a result of economic displacement. The residence may be either public or private.</s>

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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

Language Proficiency – A student's English language proficiency is described by his or her describes their ability to speak, listen, read, and write in English. English Learners (ELs) are identified using the state's EL Standardized Identification process through screening and collecting a standardized body of evidence upon enrollment. ELs transition out of ELD instruction and programs using the state's EL Standardized Redesignation process through reviewing WIDA ACCESS scores and collecting a standardized body of evidence. Districts are expected to annually review language proficiency of students to inform instructional and programming decisions. More information can be found here.

Notes:

- 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.
- The rules regarding FEP students (6, 7, 8, and 9) and FELL students (5) have changed in SY 2017-2018. Once a student has been FEP for four consecutive school years (two years monitored followed by two years exited) they should be moved move to FELL status.

EL students are expected to follow the logical progression* of Language Proficiency from one year to the next. Schools can make exceptions in special circumstances and are advised to reach out to CSI in advance of those decisions.

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 been served_ in a language instruction education program (i.e.: ELA, ESL, Bilingual), 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. _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._
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.

*Note: EL Logical Progression is not sequential. Logical progression for EL is as follows:
(4)PHLOTE - sometimes used
(1) NEP - can use for several years
(2) LEP - can use for several years
(6) FEP MY1 - use for only 1 year
(7) FEP MY2 - use for only 1 year
(5) FELL - has concluded EL learning and is proficient in English, can use for several years

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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 Excited 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.

~~**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 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:~~

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.~~

Language Instruction Program (LIP) – 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.

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- 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.
- <mark>Not in a Language Instruction Program, Parent Choice (98) is used when English learners are not enrolled in LIP. This code is used only when parents/guardians refuse ELD instruction through the local education agencies LIP. A documented refusal/decline of services for NEP/LEP students who are eligible for ELD program and instruction is required.</mark>

00	N/A
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

Note: 4th year would apply when student's 21st birthday falls after the school year begins <mark>(based on district's adopted calendar)</mark> and ~~he/she~~ the student will complete the semester in which they turn 21. ~~stays an additional semester.~~

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 <mark>most</mark> 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. If the student is not tested at grade level (e.g., 12th grade, in 18-21 transition program) and receives modified instruction based on alternate academic achievement

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standards (Extended Evidence Outcomes), please indicate "Yes". (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.)

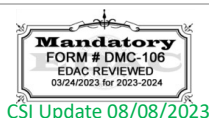<mark>Note:</mark> This field must be completed for all students in Grade K-12.

0	No
1	Yes

> Though not very common, be sure that you flag any students who will be provided alternate assessments during spring testing for the current school year. Otherwise, there will be problems with the associated SBD collection reviews for those student records.

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

~~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~~	~~**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.~~ ~~This value should be used when a student is in the ASCENT program and the district is 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.~~ ~~*Note: All Carry Forward ASCENT slots need to be used before current year ASCENT slots can be used.*~~	~~**Retained 12 Only**~~
~~02~~	~~**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:~~ ~~*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.*~~ ~~Only students in grades nine through twelve may participate in concurrent enrollment.~~	~~**9-12**~~

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~~07~~	~~**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.~~	~~9-12~~
~~08~~	~~**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.~~ ~~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 seven credit hours per semester is counted as full-time in the school district's funded pupil count.~~	~~Age: 16 to 21~~
~~09~~	~~**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.~~ ~~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.~~ ~~Note: All Carry Forward ASCENT slots need to be used before current year ASCENT slots can be used.~~	~~Retained 12 Only~~
~~10~~	~~**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.~~ ~~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.~~	~~Retained 12 Only~~

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15	~~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 associate's 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 school should be identified with this code.~~ ~~The list of approved P-TECH schools can be found on the P-TECH website.~~	~~9-12~~
~~16~~	~~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.~~ ~~The list of approved P-TECH schools can be found on the P-TECH website.~~	~~Retained 12 Only~~
~~17~~	~~TREP Year 5~~ ~~Teacher Recruitment Education and Preparation Program. Students enrolled in the TREP program have completed 4 years of high school, returned for postsecondary education following their 12th grade year for their 5th year of high school, and are enrolled in an educator preparation pathway.~~ ~~Students in this program have been granted one of the district's allocated TREP slots.~~	~~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 <mark>(Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard),</mark> 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

Military Enlisted – Student who has or will enlist in the military.

- This includes all branches of the military and full-time National Guard duty.
- Students only need to be identified if 17 years of age or older. Students may possibly be identified more than once.

0	No
1	Yes

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Document Changes

Date	Description of Change	Reason for Change	Element(s) Affected
1/12/2016	Changes for the 2016-17 school year – Remove optional fields (address, email, etc.) Remove primary disability 07 Note: Migrant field will no longer be used in the 2017-18 school year	Special education has found another way to collect the students' address, email, etc. Special education requested the elimination of primary disability 07. Students must be retested and identified with 15 or other disability code. Migrant will be a calculated value and districts do not need to load it.	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, Primary Disability, Migrant
1/30/2016	Add code 9 to postsecondary program enrollment for Carry Forward ASCENT	This change is required in order to identify students who are funded in the ASCENT program using a carry forward ASCENT slot	Postsecondary Program Enrollment
2/8/2016	Change values Ascent to ASCENT	Text change requested by EDAC	Postsecondary Program Enrollment
3/22/2016	Removed Refugee Field	CDE does not need this field as a part of any collection	Refugee Field
4/14/2016	Update primary disability text values to match the IEP participation file	Consistency	Primary Disability
3/17/2017	Changing method of reporting English Learners	ESSA requires more detailed program information prompting a change in data collection for EL Students. Removing ESL Status and Bilingual fields Adding LIP field Updating codes for Language Proficiency	ESL Status Bilingual Language Proficiency LIP
3/17/2017	Remove Migrant filed	Tentatively approved last year, the migrant field is no longer necessary in this file.	Migrant
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 ESSA	Homeless
1/29/2020	Create Military Enlistment	Statutory Requirement. SB18-012	Military Enlisted

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Date	Description of Change	Reason for Change	Element(s) Affected
5/20/2020	Added Housing Crisis Fields	Response to COVID-19	Cause of Housing Crisis, Additional Cause of Housing Crisis
2/25/2021	Updated Verbiage to different fields	CDE Units updated verbiage	EL Fields, Cause of Housing Crisis, Add. Cause of Housing Crisis
1/13/2022	Added new TREP Postsecondary Code	Postsecondary Unit Requirement	TREP Year 5
1/17/2023	Moved Postsecondary Program Enrollment to Student School Association File	Postsecondary Program Enrollment is not demographic information because it is based upon a student's school/district enrollment	Postsecondary Program Enrollment
1/17/2023	Added new Gender code	CDE requirement	Gender
1/17/2023	Removed code 12 from Primary Disability	Per Preschool and Special Education Unit	Primary Disability
1/17/2023	Updated Verbiage to various fields	CDE units updated verbiage	Free/Reduced Lunch Price Eligible, Section 504, Immigrant, EL Fields, Homeless, Cause of Housing Crisis, Add. Cause of Housing Crisis, Primary Nighttime Residence, Special Education Transition, Alternate Assessment Participant, Military Connected
3/1/2023	Add field – Free Lunch Eligibility Designation	Added in response to House Bill 22-1202	Free Lunch Eligibility Designation

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