

# Secondary Career and Technical Education Data Collection and Reporting Specifications and Procedures Manual

***2020-2021***



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# Secondary Career and Technical Education Data Collection and Reporting Specifications and Procedures Manual

## Document Control

### Document Information

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Title:	2021 Secondary Career and Technical Education Data Collection and Reporting Specifications and Procedures Manual
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### Document History

Document Version	Date	Summary of Change
Version 1.0	04/29/2021	Creation
Version 1.1	05/04/2021	Additional JROTC courses added for SY 2020-2021 ONLY 09051 Army Junior ROTC I 09052 Army Junior ROTC II 09053 Army Junior ROTC III 09054 Army Junior ROTC IV 09101 Naval Junior ROTC I 09102 Naval Junior ROTC II 09103 Naval Junior ROTC III 09104 Naval Junior ROTC IV 09151 Air Force Junior ROTC I 09152 Air Force Junior ROTC II 09153 Air Force Junior ROTC III 09154 Air Force Junior ROTC IV 09201 Marine Corps Junior ROTC I 09202 Marine Corps Junior ROTC II 09203 Marine Corps Junior ROTC III 09204 Marine Corps Junior ROTC IV

## **Purpose**

This data collection manual was produced by the Maryland State Department of Education (MSDE) Division of Career and College Readiness (DCCR). The intended audiences for the manual are Local School System (LSS) Career and Technical Education (CTE) Directors and the data personnel responsible for the collection of CTE data as well as the data personnel who actually prepare and format CTE data for submission via the Maryland Course Catalog, School Course Grade Teacher file, High School Data Collection file, End of Year Attendance file, verify the data, and submit the data to Office of Accountability via the Web Data Collection System (WDCS) or Maryland Online Data Exchange (MODE). As well as those data personnel who prepare and format CTE data for submission via Single Parent file to the Division of Career and College readiness via the secure server.

This document is to be used in coordination with other documentation including:

- 2021 Student-Course-Grade-Teacher Specifications and Procedures Manual (February 2021)
- 2021 High School Data Collection Manual (Forthcoming)
- 2021 Maryland Course Catalog Data Collection Manual (March 2021)
- SY20-21 End-of-Year Attendance Data Collection Manual (Forthcoming)
- 2021 Maryland Student Records System Manual (Forthcoming)
- Maryland Online Data Exchange (MODE) User Manual
- [Tool Kit to Determine Students College and Career Ready under the College and Career Readiness and College Completion Act of 2013](#)
- [COVID-19 Resources for Maryland Schools](#)

The CTE enrollment and outcome data collected by MSDE captures student level information that includes student demographics, course enrollments, student performance on the Maryland Comprehensive Assessment Program (MCAP) Math and ELA high school assessments, Maryland Integrated Science Assessment (MISA), Technical Skill Assessments (TSA), high school completion, and other CTE accountability reporting related information.

The CTE enrollment and outcome data collections are used to support state and federal reporting requirements and directives from the Maryland State Board of Education including:

- [Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#)
- Pathways in Technology Early College High (**P-TECH**) School **Act of 2017**
- [Every Student Succeeds Act](#)
- [College and Career Readiness and College Completion Act of 2013](#)
- Career Youth and Public Sector Apprenticeship Act of 2018
- Maryland High School Assessment Graduation Requirements
- High School Program Completion
- High School Accountability Measures
- Governor's P-20 Leadership Council of Maryland

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At the State level, collected CTE enrollment and outcome data are used to support:

- Determining eligibility for federal incentives funds;
- Communicating overall CTE enrollment and student performance to key stakeholders;
- Providing LSSs with the data needed to complete CTE Comprehensive Need Assessments;
- Reviewing Perkins plans for alignment of resources and opportunities for improvement;
- Providing Local Advisory Councils (LAC) and Program Advisory Committees (PAC) with enrollment and performance data to evaluate programs;
- Monitoring each LSS' system of CTE and identifying programs in most need of support; and
- Establishing CTE performance target levels as required by Perkins V.

### Relevant State and Federal Requirements

The CTE data submitted through the Maryland Course Catalog (MCC), the End of Year (EOY) Attendance file, the Single Parent file, the Student Grade Course Teacher (SCGT), the High School Data Collection (HSDC), are authorized by:

#### *State Laws*

- [College and Career Readiness and College Completion Act of 2013](#)
- Pathways in Technology Early College High (**P-TECH**) School **Act of 2017**
- [Career Youth and Public Sector Apprenticeship Act of 2018](#)
- [More Jobs for Marylanders Act of 2017](#)
- [Executive Order 01.01.2017.27 Computer Science Education and Professional Development](#)
- [Career Preparation Expansion Act](#)

#### *Code of Maryland Regulations (COMAR)*

- 13A.04.02. [Secondary School Career and Technology Education](#)

#### *Federal Laws*

- [Strengthening Career and Technical Education for the 21st Century Act \(PL 115-224, Enacted July 31, 2018\)](#) (Perkins V)
- [Every Student Succeeds Act of 2015, Pub. L. No. 114-95 § 114 Stat. 1177 \(2015-2016\)](#)
- [Elementary and Secondary Education Act \(ESEA\) of 1965, 34 CFR § 200.1-200.79 \(2015\)](#)
- [America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education, and Science Act of 2007](#)



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### Subsequent Reporting

Data submitted through this data collection are published on or in:

#### ***MDCTEDATA.ORG***

The [MDCTEDATA.ORG](https://mdctedata.org) website is a collection of aggregated data dashboards and files for download compiled on an annual basis to provide information on Career and Technical Education enrollment and outcomes to all education stakeholders. This collection provides information to support school improvement efforts, and provides accountability at the state, school system and school level for reporting educational progress.

#### ***MD REPORT CARD***

Specific data submitted through this data collection are published on the annual [Maryland Report Card](#).

#### ***EDFACTS***

EDFacts is a U.S. Department of Education (ED) initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data.

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### Timeline and Due Dates

Table 1. Deadlines for submitting CTE data elements via the MCC, SCGT, HSDC, EOY Attendance, and Single Parent file to Office of Accountability and Division of Career and College Readiness.

Date	Activity
June 25, 2021	Deadline to Submit CTE Enrollment data in the MSDE MCC via MODE <b><i>MCC EOY Collection Window open: 04/26/2021 through 06/25/2021</i></b>
July 23, 2021	Deadline to Submit CTE Outcomes data in the MSDE EOY Attendance via MODE <b><i>EOY Attendance Collection Window open: 06/07/2021 through 7/23/2021</i></b>
September 10, 2021	Deadline to Submit CTE student Single Parent data via MSDE Secure Server <b><i>Single Parent Collection Window open: 08/02/2021 through 9/10/2021</i></b>
September 3, 2021	Deadline to Submit CTE Enrollment data in the MSDE SCGT via MODE <b><i>SCGT EOY Collection Window open: 06/21/2021 through 9/03/2021</i></b>
September 10, 2021	Deadline to Submit CTE Outcomes data in the MSDE HSDC via MODE <b><i>HSDC Collection Window open: 08/02/2021 through 09/10/2021</i></b>

### Changes from the Prior Years

- In the MCC, the CTE Certification Description field has been retired.
- In the SCGT, the Attempted Course Certification and the Earned Course Certification fields have been retired.
- Work-Based Learning (WBL) waivers have been approved for SY 2020-2021. WBL waivers affect SCGT reporting. If students are required to complete a WBL course or a course that includes WBL for their program of study and the student receives a WBL waiver, the student must be enrolled in this course and the course must be reported in the student's SCGT data as this course is required for program completion. The WBL waiver allows the students to pass the WBL requirement contained in the course.

## Data Collection Process

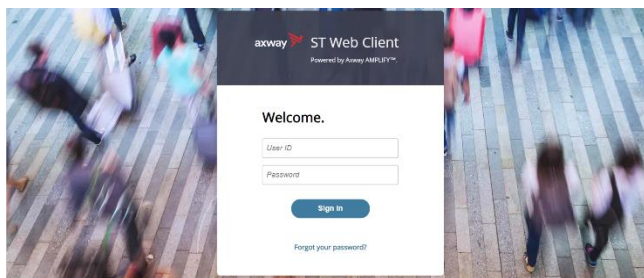
The collection of CTE enrollment and outcome data follows the academic year. The collection begins with the submission of enrollment data (for all students registered in a CTE course that academic year) in the end-of-year Maryland Course Catalog (MCC), the end-of-year Student-Grade-Course-Teacher (SCGT), and the Single Parent file, and culminates with the submission of outcomes data as a part of the High School Data Collection (HSDC) and the End-of Year (EOY) Attendance file.

All submissions should adhere to the requirements set forth by the MSDE Office of Accountability, and **all CTE data should be entered as required by the Division of Career and College Readiness**. Secondary CTE enrollment data is obtained through analysis of data provided in MCC and SCGT file submissions. While secondary CTE outcome data is obtained through analysis of data provided in the HSDC and EOY Attendance file submissions.

Make sure that the CTE personnel, the Central Office data personnel, and the Local Accountability Coordinator all work together to ensure accuracy. CTE personnel should ask for a copy of the files contain CTE data to check for accuracy prior to the final submission to the MSDE Office of Accountability.

### Single Parent Collection

For SY 2020-2021, each Local School System is required to submit the list of students identified as Single Parents (**by SASID ONLY**) who were enrolled in CTE at any point in the summer immediately prior to SY 2020-2021 to the last day of school of SY 2020-2021. File submissions should be completed by using the MSDE Secure Transport Server (<https://sst.msde.maryland.gov>) as an Excel spreadsheet (.xlsx) or a flat-file (.csv or .txt).



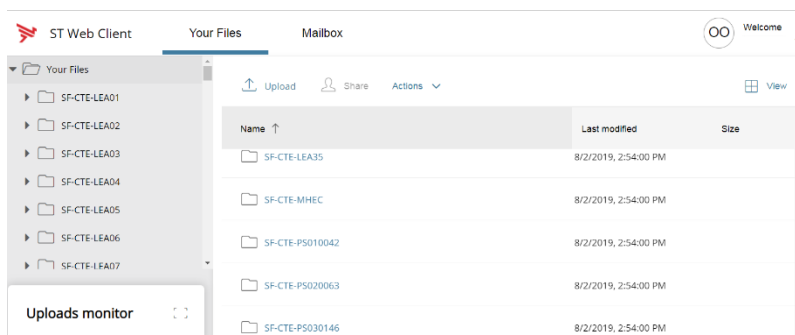
In order to ensure the security of data being collected, the MSDE maintains a file transportation system called the MSDE Secure Transport Server. A separate folder for each school system has been created on the MSDE Secure Transport Server. If you see additional folders (Toms DE, FromMSDE, etc.) you have used the DCAAS log-in not the CTE log-in. The following is information related to the file transfer process:

1. User accounts will be created for **individuals** only (accounts are not to be shared).
2. Account passwords will expire after **90** days.
3. Password complexity includes:
  - a. At least 6 characters;
  - b. At least 1 alpha character;
  - c. At least 1 numeric character; and,
  - d. At least 1 special character.
4. User names **are** case sensitive.

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If you require a new account or have forgotten your password and/or username, please contact the Coordinator of Data and Accountability for Career Programs. Please also contact the Coordinator, if you find yourself locked out of your account and need to have your password reset.

After your initial login, you will be prompted to change your password. The next screen will display the Shared Folder(s) you have access to.



To upload files to the folder:

1. Double click on the folder;
2. Either drag and drop the file into the web browser or click the upload button; and
3. Ensure that the folder is **saved inside the folder** and not on the outside dashboard.

### Technical Assistance

Technical assistance on issues of data quality or the analysis and use of CTE data for program improvement is always available from the Division of Career and College Readiness.

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 grant specialist ([Appendix G](#)) or the Coordinator of Data and Accountability for Career Programs.

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## **Things to Consider When Collecting and Submitting CTE Data**

### **School Codes for the Exchange of Data (SCED) Course Code**

The MSDE currently collects SCED data based on SCED Version 5.0. The [\*School Codes for the Exchange of Data\*](#) (SCED) is the national model developed by the National Center for Education Statistics (NCES). SCED is based on a five-digit Course Code that provides a basic structure for classifying course content. The first two digits represent the SCED Subject Area and the last three digits represent the SCED Course number. Additional SCED elements and attributes provide descriptive information about each course. It is updated and maintained by a working group of state and local education agency representatives who receive suggestions from subject matter experts at the national, state, and local levels. SCED is designed to be flexible allowing educational agencies the opportunity to modify it to meet their needs. For any course to be counted as a CTE course it must have a MSDE-approved CTE SCED ([Appendix B](#)). In Maryland, the SCED Subject Areas for CTE courses fall into 17 subject areas (02, 03, 04, 05, and 09-22). And, all approved CTE SCED Course Numbers always begin with the number 9.

### **Classification for Instruction Programs (CIP) Code**

The MSDE currently collects CIP data based on 2020 version of CIP codes. The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The six-digit CIP code represents specific instructional programs. CTE outcome data (CTE concentrator, TSA, CTE completer) is only captured for students reported with an MSDE-approved CTE CIP code ([Appendix C](#)). If a student has completed more than one CTE program, choose the program with the most TSA results.

### **Technical Skill Assessment (TSA) Code**

Technical Skill Assessments (TSA) are a measure of a CTE concentrator's technical skill attainment. In Maryland, these TSAs comprise of locally-developed end-of-course assessments that lead to college credit or third-party assessments that lead to a recognized postsecondary credential, which may include an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State of Maryland or Federal Government, or an associate degree. (As defined by section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)). The six-digit TSA code uniquely identifies each TSA. TSA data can only be captured for students with a MSDE-approved TSA code ([Appendix D](#)).

### **Guidance for Submitting CTE Data**

This manual addresses the specifications and procedures in reporting specific CTE data elements, listed below, found in the MCC, Single Parent file, SCGT, EOY Attendance, and the HSDC that impact the CTE data collection and reporting. For the full scope of information on the MCC, SCGT, EOY Attendance, and HSDC please refer to the appropriate MSDE manual.

These elements are:

- MCC
  - Element #3-SCED Subject Area Code
  - Element #4 -SCED Course Number
  - Element #11-LSS Course Code (also Element #38 of SCGT)
  - Element #21-Career & Technical Education (CTE) Course Flag
- SCGT
  - Element #38-LSS Course Code (also Element #11 of MCC)
- HSDC
  - Element #45-High School Program Completion Status
  - Element #46-CTE Concentrator
  - Element #47-CTE Completer (*populated by MSDE*)
  - Element #48-Career and Technical Education CIP Code
  - Elements #49, 51, 53, 55-Technical Skills Assessment Result
  - Elements #50, 52, 54, 56-Technical Skills Assessment Code
  - Element #57-Industry Certification (*populated by MSDE*)
  - Element #72-Readiness for PS Success - Apprenticeship
- Single Parent file
  - Element #1-Student SASID of Students who are Single Parents
- EOY Attendance
  - Element #40-Exit Status
  - Element #41-Exit Code

### **Key Components to Accurately Reporting CTE Data**

#### ***CTE Enrollment Data Reporting***

The essential components in the reporting of CTE enrollment data is accurately reporting the SCED Subject Area Code, SCED Course Number (MCC), and the LSS Course Code (MCC and SCGT). Only student enrollments in MSDE-approved CTE courses assigned with an MSDE-approved SCED course code ([Appendix B](#)) will be counted in the State's annual reporting of CTE participants. It is critical that the LSS Course Code (the unique LSS assigned course code that identifies the course) reported in the SCGT file align with the LSS Course Code reported in the Maryland Course Catalog and the LSS Course Catalog.

#### ***CTE Concentrator Data Reporting***

Accurately reporting both the Career and Technical Education CIP Code and CTE Concentrator data are crucial to identifying students as CTE concentrators. Any student who is part of the HSDC file who

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attained concentrator status in the current reporting year or any year prior should be identified at a CTE Concentrator with a “Y” indicator in the CTE Concentrator field. A student must be reported with a MSDE-approved CTE CIP code ([Appendix C](#)) for a student to be counted in the State’s annual reporting of CTE concentrators. Also, if a student is a CTE Completer, denoted by a High School Program Completion Status in the HSDC of 02 or 03, the student is also a CTE Concentrator and should be identified at a CTE Concentrator with a “Y” indicator in the CTE Concentrator field.

### *Technical Skill Assessment and Industry Certification Data Reporting*

The key to accurately capturing TSA and industry certification performance data is ensuring to correctly report the Career and Technical Education CIP Code, CTE Concentrator, Technical Skill Assessment Result, and Technical Skill Assessment Code data elements for each student. Only [MSDE-approved TSAs](#) with assigned TSA codes ([Appendix D](#)) are counted in the State’s tally of TSAs. A student must be reported with an MSDE-approved CTE CIP Code ([Appendix C](#)) and be identified as a CTE concentrator for a student to be counted in the State’s annual reporting of students attaining a TSA or Recognized Postsecondary Credential. Only TSAs identified as an Industry Recognized Certificate/License are counted as Recognized Postsecondary Credentials. Note: Only students reported with an Exit Status of **W** or **C** are counted in Perkins Core Performance Indicator calculations for Recognized Postsecondary Credential Attainment and Technical Skill Assessment Attainment ([Appendix E](#)). All TSAs ever attempted and/or attained should be reported for each student every year regardless of which program they are currently enrolled. Each year, there are only four opportunities to report a TSA, prioritize reporting the ones the student has passed. Also, no TSA should be reported twice within the same year.

### *CTE Completion Data Reporting*

Accurately reporting each students’ High School Program Completion Status in the HSDC as well as Exit Code and Exit Status in the EOY Attendance file is crucial to the reporting of CTE completion data. The High School Program Completion code indicates the pathway student used to complete their high school graduation requirement. **02** indicates that a student met CTE Completer Course Requirements, and **03** indicates that a student met both USM requirements and CTE Completer Course Requirements. It is crucial to review a students’ full student transcript to determine if the student has completed both University System of Maryland (USM) and Career and Technical Education (CTE) requirements (code 03) before assigning High School Program completer codes to the student. Assigning the most accurate completer code greatly impacts school systems’ CTE Dual Completion reported performance. In addition to the High School Program Completion code, a student must be reported with an Exit Status of **C** and Exit Code of **60** (MD High School Diploma), **70** (Early College Admission), or **62** (a student with a disability who completed requirements for a Maryland High School Certificate Program Completion) in the EOY Attendance file. In addition, any student identified as a CTE completer should also be identified as a CTE concentrator.

### *Graduation Data Reporting*

Correctly reporting each student who earns a Maryland High School Diploma with an Exit Status of **C** and Exit Code of **60** (MD High School Diploma) or **70** (Early College Admission) in the EOY Attendance file provides an accurate reporting of a school system's adjusted 4-year graduation rate. This is the

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percentage of a school's cohort of first-time 9th-grade students in a particular school year who graduate with a regular high school diploma adjusted for students who transfer out, emigrate, or die during the 4 years.

### ***Math and Reading/Language Arts Attainment Data Reporting***

Students reported with a proficiency level of 4+ on any one of the MCAP Math assessments (Algebra I, Algebra II, or Geometry), a proficiency level of 520+ on the Math SAT assessment, or a proficiency level of 3+ on the Alternate Math High School assessment will be counted in State's calculation of math attainment. Students reported with a proficiency level of 4+ on any one of the MCAP English language arts Grade 9, 10, or 11 assessments, or a proficiency level of 3+ on the Alternate English language Arts High School assessment will be counted in State's calculation of Reading/Language Arts attainment. Note: A student must be reported with an MSDE-approved CTE CIP Code ([Appendix C](#)), be identified as a CTE concentrator, and an Exit Status of **W** or **C** to be counted in Perkins Core Performance Indicator calculations for Math and Reading/Language Arts Attainment.

### ***Apprenticeship Data Reporting***

Any student who is part of the HSDC file who completed an Apprenticeship in the current reporting year or any year prior should be identified with a "Y" or "O" in order to be counted in the Perkins V Core Performance Indicator calculations for More Jobs for Marylanders ([Appendix E](#)).

## **Definitions and Instructions for CTE Data Elements**

### **CTE Data Collection from the Maryland Course Catalog (MCC) Collection**

The Maryland Course Catalog (MCC) is a semi-annual course classification and data collection system that contains all courses offered in Maryland Public Schools. The key data elements used in CTE data reporting are:

#### ***1. School Courses for the Exchange of Data (SCED) Subject Code (Element #3 of MCC)***

Maryland, the SCED subject areas for CTE courses fall into 17 subject areas (02, 03, 04, 05, and 10-22).

Table 2. SCED Subject Area Codes and Subject Titles

SCED v5.0 Subject Area Code	SCED Subject Title
<b>01</b>	English Language and Literature
<b>02</b>	Mathematics
<b>03</b>	Life and Physical Sciences
<b>04</b>	Social Sciences and History
<b>05</b>	Visual and Performing Arts
<b>06</b>	[Removed from use]
<b>07</b>	Religious Education and Theology E
<b>08</b>	Physical, Health, and Safety Education
<b>09</b>	Military Science
<b>10</b>	Information Technology
<b>11</b>	Communication and Audio/Visual Technology



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12	Business and Marketing
13	Manufacturing
14	Health Care Sciences
15	Public, Protective, and Government Services
16	Hospitality and Tourism
17	Architecture and Construction
18	Agriculture, Food, and Natural Resources
19	Human Services
20	Transportation, Distribution, and Logistics
21	Engineering and Technology
22	Miscellaneous
23	Non-Subject-Specific
24	World Languages

### 2. School Courses for the Exchange of Data (SCED) Course Number (Element #4 of MCC)

All MSDE-approved CTE SCED course numbers always begin with the number 9. When entering CTE courses into the MCC, only MSDE-approved CTE SCED course numbers ([Appendix B](#)) should be used. If a SCED is entered that is not on the CTE approved SCED list, an **E31** error will be generated which indicates that an Invalid or missing CTE SCED CODE has been entered.

### 3. LSS Course Code (Element #11 of MCC)

The LSS Course Code is the locally designated code used to identify a specific course. LSS Course Codes must be unique to each course within each school year and should be consistent across all school years. LSS Course Codes must also match your LSS Course Catalog. If you plan to change a course number, please let the Office of Accountability know so that historical data can be updated. The LSS Course Code is required in order to join the MCC file to the SCGT file. Therefore, the LSS Course Code entered in the MCC must be *exactly* the same course code entered in the SCGT file. If not, data published between the two collections will not align properly.

### 4. Career & Technical Education (CTE) Course Flag (Element #21 of MCC)

Indicates whether the course recorded for the student is associated with a CTE program. Permitted values are **Y** or **N**. The default value is **N**. An **E30** error will be raised if neither a **Y** nor an **N** is entered.

## CTE Data Collection from the Student Course Grade Teacher (SCGT) File

The SCGT data collection is a semi-annual collection that gathers student- and classroom-related data on all students in Maryland public schools. The data collected are intended to provide a record of the courses taken by each student during the school year. These data include the course taken, final grade, and the teacher(s) associated with the course. Collectively, these data provide details on the courses taken by Maryland public school students; prekindergarten through 12<sup>th</sup> grade.

The key data elements used in CTE data reporting are:

### 1. Local Course Code (Element #38 of SCGT)

The unique LSS assigned course code that identifies the course. The course code should align with reported LSS Course Code reported in the Maryland Course Catalog and the LSS Course Catalog.

### **CTE Data Collection from the High School Data Collection (HSDC) File**

This High School Data Collection is an end-of-year collection that captures student-level information that includes student demographics, high school program completion, information on how students met Maryland High School Assessment graduation requirements, College and Career Readiness Indicators, Postsecondary Readiness Indicators, and other accountability reporting related information.

The key data elements used in CTE data reporting are:

#### **1. High School Program Completion Status (Element #45 of HSDC)**

Indicates that the student completed the high school requirements. Permitted values are 00 = Non-Completer; 01 = Met University System of Maryland Freshman Admission Course requirements; 02 = Met CTE Completer Course Requirements; 03 = Met requirements of both 01 and 02; 04 = Other completion not listed above. Blanks are permitted if blank if the student is in the 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade. However, blanks are not permitted if the student is in the 12<sup>th</sup> grade. An **E065** error will be raised if this occurs.

To ensure the most appropriate coding of student completer status, the full student transcript should be reviewed to determine if the student has met both University System of Maryland (USM) and Career and Technical Education (CTE) requirements (code 03) prior to assigning other completer codes to the student.

#### **2. CTE Concentrator (Element # 46 of HSDC)**

“Y” or “N” indicator that the student was ever enrolled in a Career and Technical Education (CTE) course at the concentrator course level for a CTE Completer Program. A concentrator course is the third course of a CTE completer program as identified, assigned and approved by the Division of Career and College Readiness. The list of courses required to complete each approved CTE program of study including designation of concentrator courses, is reviewed annually and compiled for state-wide distribution. The most updated MSDE-approved Secondary CTE program and course lists are available for download at [mdctedata.org](http://mdctedata.org) on the CTE Reporting Data Resources page and in the MODE application under Resources. If a student is a concentrator in more than one CTE program, choose the program with the most TSA results. If neither Y nor N are entered an **E066** error will be raised.

#### **3. CTE Completer (Element # 47 of HSDC)**

Indicates whether the student completed the entire sequence of courses in the Maryland CTE program of Study. This field is populated by MSDE based on the High School Program Completion status of 02 or 03, an Exit Status of C and Exit Code of 60 = MD High School Diploma, 62 = MD High School Certificate of Program Completion, or 70 = Early College Admission in the EOY Attendance file.

*Note:* Any student identified as a CTE completer should also be identified as a CTE concentrator.

#### **4. Career and Technology Education CIP Code (Element # 48 of HSDC)**

Indicates students' CTE program of study. A valid CIP code ([Appendix C](#)) is only required for students where CTE Concentrator is “Y” and/or CTE Completer is “Y”.

If the CTE Concentrator or CTE Completer is code as ‘Y’ then a CIP code must be present. If a CIP code is not present or it is invalid error code **E067** will be raised.

**5. Technical Skills Assessment Result (Elements # 49, 51, 53, & 55 of HSDC)**

A description of the student's results on the technical skills assessment. Permitted values are **A**= Attempted; **T**= Attained; **N** = Not Applicable. If none of the codes are entered, an **E068**, **E070**, **E072**, or **E074** will be raised depending upon the number of the assessment entered.

**6. Technical Skills Assessment Code (Elements # 50, 52, 54, & 56 of HSDC)**

This is a six-digit code assigned to each MSDE-approved TSA by the DCCR. BLANK is a valid value for a TSA Result of **N**. If the TSA Result is not **N** and the code not entered then an **E069**, **E071**, **E073**, or an **E075** will be raised depending upon the number of the assessment entered. A valid TSA code ([Appendix D](#)) is only required for students where CTE Concentrator is **Y** and/or CTE Completer is **Y**. If a student is has completed more than four TSAs, choose the four TSAs with the most attained results.

**7. Industry Certification (Element # 57 of HSDC)**

This field indicates whether the student earned an Industry Certification. This field will be populated by the MSDE based on a TSAs identification as an Industry Recognized Certificate/License ([Appendix D](#)).

**8. Readiness for PS Success - Apprenticeship (Element # 72 of HSDC)**

This field indicates whether the student completed an Apprenticeship. The default value is "N", if the student completed a Youth apprenticeship then the field should be "Y", and "O" if they completed an other type of apprenticeship.

**CTE Data Collection from the End of Year Attendance File**

End of Year Attendance is an end-of-year collection that captures student-level information that includes student demographics, days attending and days absent along with information on students' school entry, exit, and promotion. The key data elements used in CTE data reporting are:

**1. Exit Status (Element #40 of End of Year Attendance File)**

Indicates whether a student choose to withdraw (**W**), transfer (**T**), or complete (**C**) high school. BLANK is a permitted value.

**2. Exit Code (Element #41 of End of Year Attendance File)**

Indicates in what manner a student exited high school. BLANK is a permitted value. Valid codes are **10**, **13-18**, **21**, **22**, **24-27**, **30-36**, **38-44**, **46**, **50**, **71**, **60**, **62**, **70**. **60** = MD High School Diploma, **62** = MD High School Certificate of Program Completion, or **70** = Early College Admission

**Guidance for Using Collected Data**

A strong, well-aligned data system allows State CTE Directors and other state leaders to answer critical questions about the quality of their CTE programs and whether learners are participating and succeeding equitably. Maryland's state data systems have been modified to allow greater confidence in the data as they are used as tools to identify barriers to success and assist with the designing of strategies for improvement.

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To ensure the use of performance and achievement data to assist with data-informed decision making, MSDE is committed to providing each local school system with these data products:

### Local Perkins Accountability Report (LPAR)

The LPAR is the basic data package for the reporting of Perkins outcome measures. It includes

- The local school systems summary of performance in comparison to the overall state's performance
- Trend charts for each Perkins Core Performance Indicators ([Appendix E](#)) comparing the local school systems performance to that of the overall state performance over a three-year period
- Segmented data changes for each Performance Indicator showing the performance of subgroups by race and gender for the current year

### Program Quality Index (PQI)

The PQI provides data at the Career Cluster and CIP program level for each of the local school systems. It reports on enrollment and all Perkins Core Performance Indicators ([Appendix E](#)). These data are presented in spreadsheet form for ease of manipulation. The data include:

- Perkins Core Indicators of Performance
- Enrollment data over the past three years
- Completer data reported on the MSDE Report Card
- Dual Enrollment Completion Rates (as per HSDC designation)

### Technical Skills Assessment (TSA) Summary Report

The TSA Summary Reports will be distributed for accountability and performance analysis purposes. The data shared will include:

- Aggregated data by school, program, and teacher
- Teacher name, TSA title and code, the program of study and the number of students tested (if applicable), percent certified, and the state average

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### Appendix A: Career and Technical Education Data Definitions

Table 3. Definitions used in the collection and reporting of Career and Technical Education data.

Term	Description
<b>Classification of Instructional Program (CIP) codes</b>	The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The CIP was originally developed in 1980 by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The six-digit CIP code represents specific instructional programs. CTE outcome data (CTE concentrator, TSA, CTE completer) is only captured for students reported with an MSDE-approved CTE CIP code ( <a href="#">Appendix C</a> ).
<b>CTE Completer Student</b>	A student is classified as a completer when he/she completes the program of study at the high school level and satisfies the graduation requirements for a Maryland High School Diploma or the requirements for a Maryland Certificate of Program Completion (COMAR 13A.08.01.07). Students can only have one completion code in the course of their high school career.
<b>Concentrator Course</b>	Is the third course of a CTE completer program as identified, assigned, and approved by MSDE.
<b>CTE Associated Course</b>	The Career & Technical Education (CTE) flag indicates that the course is part of an approved program of study in Career & Technical Education (CTE) and is associated with courses that have a designated Classification of Instructional Programs (CIP) code.
<b>CTE Completer</b>	Indicates whether the student completed the entire sequence of courses in the Maryland CTE program of Study. This field is populated by MSDE based on the High School Program Completion status of 02 or 03, Exit Status of C and Exit Code of 60, 62 or 70 in the EOY Attendance file.
<b>CTE Concentrator</b>	A student who has completed at least two courses in a single career and technical education program of study and enrolled in the third course. A student is identified as a CTE concentrator once he/she <b>was ever enrolled</b> in a CTE Course at the concentrator course level for a CTE program of study. A concentrator course is the third course of a CTE completer program as identified, assigned and approved by the Division of Career and College Readiness, MSDE.
<b>CTE Participant</b>	A student who completes not less than one course in a career and technical education program of study.
<b>Industry-Recognized Credentialing Exams (or assessments)</b>	Technical Skill Assessments identified as an Industry Recognized Certificates/Licenses ( <a href="#">Appendix D</a> ).
<b>Local School System Course Code</b>	The LSS Course Code is the unique, locally designed, course code used to identify a specific course. LSS course codes must be unique to each course within each school year and should be consistent across all school years. <b>Note:</b> The LSS Course Code is required in order to join the MCC file to the SCGT file. Therefore, the LSS Course Code entered in the MCC must be <b>EXACTLY the same</b> course code entered in the SCGT file.
<b>SCED Course Number</b>	Codes range from 001 to 999. All CTE SCED Course Codes begin with 9.
<b>SCED Course Code</b>	Combination of the SCED Subject Code and the SCED course Code. Note: the middle digit for MSDE approved CTE courses is 9.
<b>SCED Subject Code</b>	Codes range from 01 to 24. This code represents the subject as classified by NCES. In Maryland, the SCED subject areas for CTE courses fall into 17 subject areas (02, 03, 04, 05 and 10-22).
<b>Single Parents</b>	Single parents are defined as individuals who are unmarried or legally separated and have custody or joint custody of one or more minor children. This group also includes teenagers or women who are pregnant.

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Term	Description
<b>State or Federal Licensing Exams (or state/federal licensures):</b>	Governmental entities, typically public regulatory agencies, require state and federal licensures before an individual is allowed to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license, Cosmetologist, or a State-licensed asbestos inspector). The licensure is usually awarded upon an individual's fulfillment of educational, work experience, and/or mastery of licensure exam measuring knowledge and skill proficiency levels. ( <i>U. S. Department of Labor/Employment and Training Administration Advisory System: Training and Employment Guidance Letter No. 07-14, August 17, 2018</i> ).
<b>Technical Skills Assessment (TSA) Code</b>	The six-digit code assigned to the TSA by DCCR, MSDE.
<b>Technical Skills Assessment (TSA) Result</b>	An indication of whether the student Attempted (A) or Attained (T) the technical skills assessment.
<b>Technical Skills Assessment (TSA)</b>	Locally-developed end-of-course assessments that lead to college credit or third-party assessments that lead to a recognized postsecondary credential, which may include an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State of Maryland or Federal Government, or an associate degree. ( <i>As defined by section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)</i> ). Information on all TSAs attempted and attained along with the appropriate code for each TSA must be submitted in the annual High School Data Collection (HSDC) file to MSDE.
<b>Transfer Student</b>	A transfer student is a student that is receiving educational services at another school or in another educational program.
<b>Withdrawal Student</b>	A withdrawn student is a student that is no longer receiving educational services. A dropout is defined as a student who, for any reason other than death, leaves school before graduation or the completion of a Maryland-approved education program during a current school year (COMAR 13A.08.01.07). Consequently, any student identified with an Exit Status 'W' (excluding Exit Code 43: Deceased) is considered a dropout.

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## **Appendix B: Maryland CTE Courses**

Table 4. MSDE-approved CTE courses and associated SCED subject area codes, course numbers, and course codes. The [list](#) is also available for download as an excel file.

SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
02	950	02950	CTE - Statistics of Health Information
04	903	04903	CTE - AP Microeconomics
04	904	04904	CTE - AP Macroeconomics
04	905	04905	CTE - AP Economics
05	963	05963	CTE - Advertising Design
09	051	09051	Army Junior ROTC I
09	052	09052	Army Junior ROTC II
09	053	09053	Army Junior ROTC III
09	054	09054	Army Junior ROTC IV
09	101	09101	Naval Junior ROTC I
09	102	09102	Naval Junior ROTC II
09	103	09103	Naval Junior ROTC III
09	104	09104	Naval Junior ROTC IV
09	151	09151	Air Force Junior ROTC I
09	152	09152	Air Force Junior ROTC II
09	153	09153	Air Force Junior ROTC III
09	153	09154	Air Force Junior ROTC IV
09	201	09201	Marine Corps Junior ROTC I
09	202	09202	Marine Corps Junior ROTC II
09	203	09203	Marine Corps Junior ROTC III
09	204	09204	Marine Corps Junior ROTC IV
09	911	09911	CTE - Naval Science 1
09	912	09912	CTE - Naval Science 2
09	913	09913	CTE - Naval Science 3
09	914	09914	CTE - Naval Science 4
09	921	09921	CTE - Leadership Education 1 (LE-I)
09	922	09922	CTE - Leadership Education 2 (LE-II)
09	923	09923	CTE - Leadership Education 3 (LE-III)
09	924	09924	CTE - Leadership Education 4 (LE-IV)
09	951	09951	CTE - Leadership Education and Training 1 (LET1)
09	952	09952	CTE - Leadership Education and Training 2 (LET2)
09	953	09953	CTE - Leadership Education and Training 3 (LET3)
09	954	09954	CTE - Leadership Education and Training 4 (LET4)
09	961	09961	CTE - Aerospace Science & Leadership 100

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
09	962	09962	CTE - Aerospace Science & Leadership 200
09	963	09963	CTE - Aerospace Science & Leadership 300
09	964	09964	CTE - Aerospace Science & Leadership 400
10	905	10905	CTE - Digital Media Design and Production
10	906	10906	CTE - Digital game design
10	907	10907	CTE - Digital Sound Design
10	908	10908	CTE - Digital Imaging
10	909	10909	CTE - Advanced topics in Digital Arts
10	910	10910	CTE - Digital Arts Capstone
10	911	10911	CTE - Principles of Arts, Media and Communication
10	912	10912	CTE - Interactive Media and Design Level I
10	913	10913	CTE - Interactive Media and Design Level II
10	914	10914	CTE - Interactive Media Portfolio Capstone
10	916	10916	CTE - Introduction to Information Sciences
10	917	10917	CTE - Computer Operating Systems
10	918	10918	CTE - Principles of Computer Information Systems
10	919	10919	CTE -Introduction to the Internet of Things (IoT)
10	920	10920	CTE - IT Essentials
10	921	10921	CTE - Intro to Networks
10	922	10922	CTE - Routing & Switching Essentials
10	923	10923	CTE - Scaling Networks
10	924	10924	CTE - Connecting Networks
10	926	10926	CTE - Network Cabling Technology
10	927	10927	CTE - Help Desk I
10	928	10928	CTE - Help Desk II
10	929	10929	CTE - Introduction to Cloud Computing
10	930	10930	CTE - Security Fundamentals, Principles and Ethics
10	931	10931	CTE - Cybersecurity Essentials
10	932	10932	CTE - CCNA Security
10	933	10933	CTE - Cyber Ops
10	934	10934	CTE - NDG Linux Essentials
10	935	10935	CTE - Network Essentials
10	936	10936	CTE - Introduction to Unix: The Operating System
10	937	10937	CTE - Network Operations 1 A/B
10	938	10938	CTE - Network Operations 2 A/B
10	939	10939	CTE - Introduction to Operating Systems
10	941	10941	CTE - Support Desk Operating Systems
10	942	10942	CTE - Support Desk Applications



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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
10	943	10943	CTE - IT Dual Enrollment
10	947	10947	CTE - Computer and Information Sciences Capstone
10	948	10948	CTE - IT Apprenticeship
10	949	10949	CTE - IT General WBL
10	950	10950	CTE - IT Certification Exam prep
10	951	10951	CTE - Introduction to programming and applications
10	952	10952	CTE - Advanced Computing Concepts and information technologies
10	953	10953	CTE - Specialized Topics in Computer and Information Sciences
10	954	10954	CTE - Cisco IT Networking I
10	955	10955	CTE - Cisco IT Networking II
10	956	10956	CTE - Cisco IT Networking III
10	957	10957	CTE - Cisco IT Networking IV
10	961	10961	CTE - Java Fundamentals
10	962	10962	CTE - Database Foundations
10	963	10963	CTE - Database Design & Programming with SQL
10	964	10964	CTE - Database Programming with PL/SQL
10	965	10965	CTE - Java Foundations
10	966	10966	CTE - Java Programming
10	970	10970	CTE - Foundations of Computer Science
10	971	10971	CTE - Computer Science Essentials
10	972	10972	CTE - AP Computer Science Principles
10	973	10973	CTE - AP Computer Science A
10	974	10974	CTE - Cybersecurity
10	976	10976	CTE - Logic and OO Design
10	979	10979	CTE - Introduction to Swift Coding
10	980	10980	CTE - Introduction to Coding
10	981	10981	CTE - App Development with Swift, Level 1
10	982	10982	CTE - App Development with Swift, Level 2
10	983	10983	CTE - Entrepreneurship and Innovation
10	984	10984	CTE - App Development with Swift Data Collections
11	958	11958	CTE - Fundamentals of Printing
11	959	11959	CTE - Introduction Graphic Communications
11	962	11962	CTE - Advanced Graphic Communications
11	963	11963	CTE - Advanced Graphic Communications Specialization Option
11	976	11976	CTE - AMC Dual Enrollment
11	977	11977	CTE - AMC Apprenticeship
11	978	11978	CTE - AMC General WBL
11	979	11979	CTE - AMC Certification Exam prep

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
11	981	11981	CTE - Audiovisual Communications and Production Level I
11	982	11982	CTE - Audiovisual Communications and Production Level II
11	983	11983	CTE - Audiovisual Communications and Broadcast Technologies Capstone
12	910	12910	CTE - Office Systems Management I/ MOS Certification
12	911	12911	CTE - Office Systems Management II/ MOS Certification
12	921	12921	CTE - Introduction to Marketing
12	922	12922	CTE - Advanced Marketing and Entrepreneurship Capstone
12	931	12931	CTE - Principles of Finance
12	932	12932	CTE - Financial Services
12	933	12933	CTE - Principles of Accounting
12	934	12934	CTE - Managerial Accounting
12	935	12935	CTE - Financial Planning
12	936	12936	CTE - Applied Finance
12	937	12937	CTE - Academy of Finance Internship Experience
12	938	12938	CTE - Business Economics
12	939	12939	CTE - Ethics in Business
12	941	12941	CTE - Principles of Accounting and Finance
12	942	12942	CTE - Advanced Accounting
12	943	12943	CTE - Accounting, Finance and Entrepreneurship Capstone
12	944	12944	CTE - Accounting and Business/Finance Services Capstone
12	945	12945	CTE - Management Information Systems Capstone
12	961	12961	CTE - Principles of Business (Management) and Entrepreneurship
12	963	12963	CTE - Advanced Business Management
12	964	12964	CTE - Business Management and Entrepreneurship Capstone
12	965	12965	CTE - BMF Internship
12	966	12966	CTE - BMF Dual Enrollment
12	967	12967	CTE - BMF Apprenticeship
12	968	12968	CTE - BMF Certification Exam prep
12	971	12971	CTE - Entrepreneurship
12	972	12972	CTE - Business in a Global Economy
13	941	13941	CTE -Introduction to Manufacturing
13	942	13942	CTE - Hazard Recognition and Control
13	951	13951	CTE - Foundation topics in manufacturing engineering technology
13	952	13952	CTE - Advanced topics and applications manufacturing engineering technology
13	953	13953	CTE - Manufacturing engineering technology Capstone
13	954	13954	CTE - Introduction to Engineering and Tech Concepts
13	955	13955	CTE - Engineering Principles and Applications
13	956	13956	CTE - Leadership in Engineering Technology

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
13	957	13957	CTE - Advanced Engineering Technology Capstone
13	964	13964	CTE - Measurement, Materials & Safety
13	965	13965	CTE - Job Planning, Benchwork & Layout
13	967	13967	CTE - Machining Operations
13	968	13968	CTE - CNC Programming and Operations
13	969	13969	CTE - Manual Machining/CNC Programming and Operations
13	986	13986	CTE - MET Dual Enrollment
13	987	13987	CTE - MET Apprenticeship
13	988	13988	CTE - MET General WBL
13	989	13989	CTE - MET Certification Exam prep
14	921	14921	CTE - Introduction to health Professions/allied health Professions
14	922	14922	CTE -Foundation topics in health/ allied health specializations
14	923	14923	CTE -Advanced topics in health/ allied health specializations
14	933	14933	CTE -Molecular Biotechnology 1
14	934	14934	CTE -Molecular Biotechnology 2
14	935	14935	CTE -Special topics in Biotechnology
14	936	14936	CTE - Biotechnology Research/Capstone
14	951	14951	CTE - Medical Terminology
14	952	14952	CTE - Fundamentals of Health Information
14	953	14953	CTE - Health Care Delivery Systems
14	961	14961	CTE - Principles of Biomedical Science
14	962	14962	CTE - Human Body Systems
14	963	14963	CTE - Medical Interventions
14	964	14964	CTE - Biomedical Innovation
14	971	14971	CTE - Foundations of Medicine and Health Science
14	972	14972	CTE - Structure and Functions of the Human Body
14	973	14973	CTE - AHP Medical Specialty- Certified Nursing Assistant
14	974	14974	CTE - AHP Medical Specialty- Pharmacy Technician
14	975	14975	CTE - AHP Medical Specialty- Dental Assistant
14	976	14976	CTE - AHP Medical Specialty- Other
14	977	14977	CTE - AHP Allied Health Internship
14	978	14978	CTE - AHP Clinical Internship
14	979	14979	CTE - AHP Medical Specialty- Certified Clinical Medical Assistant
14	980	14980	CTE - AHP Medical Specialty- Physical Rehabilitation
14	981	14981	CTE - AHP College Course for Dual Enrollment
14	985	14985	CTE - Health Professions/Allied Health Professions and Related Sciences Capstone
14	986	14986	CTE - Health and Biosciences Dual Enrollment

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
14	987	14987	CTE - Health and Biosciences Apprenticeship
14	988	14988	CTE - Health and Biosciences General WBL
14	989	14989	CTE - Health and Biosciences Certification Exam prep
15	911	15911	CTE - Foundations of Homeland Security and Emergency Preparedness
15	912	15912	CTE - Homeland Security Science
15	913	15913	CTE - Homeland Security Science Research Methods and Applications
15	915	15915	CTE - Administration of Justice I
15	916	15916	CTE - Administration of Justice II
15	917	15917	CTE – Introduction to Geographic Information Systems and Remote Sensing
15	918	15918	CTE – Advanced Geographic Information Systems and Remote Sensing
15	941	15941	CTE - Introduction to Law
15	942	15942	CTE - Introduction to Criminal Justice
15	943	15943	CTE - Advanced topics in Law
15	944	15944	CTE - Advanced topics in Criminal Justice
15	945	15945	CTE - Contemporary Issues in Criminal Justice, Law and Society
15	963	15963	CTE - Fire Emergency Medical Training/ High School Cadet Level 1
15	964	15964	CTE - Fire Emergency Medical Training/ High School Cadet Level 2
15	965	15965	CTE - Fire Emergency Medical Training/ High School Cadet Level 3
15	975	15975	CTE - Justice, Law and Society Apprenticeship
15	976	15976	CTE - Justice, Law and Society General WBL
15	977	15977	CTE - Justice, Law and Society Capstone
15	978	15978	CTE - Justice, Law and Society Dual Enrollment
15	979	15979	CTE - Justice, Law and Society Certification Exam prep
15	985	15985	CTE - HSEP Internship
15	986	15986	CTE - HSEP Capstone Experience
15	987	15987	CTE - HSEP Dual Enrollment
16	911	16911	CTE - Principles of Hospitality and Tourism
16	912	16912	CTE - Hospitality and Tourism Management
16	913	16913	CTE - Hospitality and Tourism Work-Based Learning Experience
16	920	16920	CTE - Introduction to Hospitality and Tourism
16	921	16921	CTE - Introduction to Hospitality
16	922	16922	CTE - Hotel Operations Management
16	923	16923	CTE - Hospitality and Tourism Services Administration and Management Capstone
16	924	16924	CTE - Fundamentals of Meeting, Convention and Event Management
16	958	16958	CTE - Basic Cooking Principles
16	959	16959	CTE - Introduction to Professional Cooking
16	962	16962	CTE - Professional Cooking

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
16	963	16963	CTE - Professional Baking and Pastry
16	964	16964	CTE - Professional Internship in Cooking/Baking
16	965	16965	CTE - Becoming a Food Service Professional (Level 1)
16	966	16966	CTE - Becoming a Food Service Professional (Level 2)
16	967	16967	CTE - Practical Experience as a Food Service Professional
16	970	16970	CTE - Introduction to Consumer Services, Hospitality and Tourism Management
16	971	16971	CTE - Introduction to food services
16	972	16972	CTE - Foundation topics in Restaurant, Culinary, and Catering specializations
16	973	16973	CTE - Advanced topics in Restaurant, Culinary, and Catering specializations
16	974	16974	CTE - Restaurant, Culinary, and Catering Management Capstone
16	986	16986	CTE - Consumer Services, Hospitality and Tourism Dual Enrollment
16	987	16987	CTE - Consumer Services, Hospitality and Tourism Apprenticeship
16	988	16988	CTE - Consumer Services, Hospitality and Tourism General WBL
16	989	16989	CTE - Consumer Services, Hospitality and Tourism Certification Exam prep
17	918	17918	CTE – Foundation topics in the construction trades.
17	919	17919	CTE – Advanced topics in the construction trades.
17	921	17921	CTE - Foundation topics in HVAC
17	922	17922	CTE - Advanced topics in HVAC
17	923	17923	CTE - Foundation topics in Welding
17	924	17924	CTE - Advanced topics in Welding
17	930	17930	CTE - Introduction to Construction
17	931	17931	CTE - Foundation topics in carpentry
17	932	17932	CTE - Advanced topics in carpentry
17	933	17933	CTE - Foundation topics in masonry
17	934	17934	CTE - Advanced topics in masonry
17	935	17935	CTE - Foundation topics in electrical technology
17	936	17936	CTE - Advanced topics in electrical technology
17	937	17937	CTE - Foundation Topics in Building/Property Maintenance
17	938	17938	CTE - Advanced Topics in Building/Property Maintenance
17	941	17941	CTE - Construction Trades Academy Capstone
17	942	17942	CTE - Carpentry Capstone
17	943	17943	CTE - Masonry Capstone
17	944	17944	CTE - Electrical Capstone
17	945	17945	CTE - Building/Property Maintenance Capstone
17	946	17946	CTE - HVAC Capstone
17	947	17947	CTE - Welding Capstone
17	948	17948	CTE - Construction and Development Dual Enrollment
17	949	17949	CTE - Construction and Development Apprenticeship

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
17	950	17950	CTE - Construction and Development General WBL
17	951	17951	CTE - Construction and Development Certification Exam prep
17	961	17961	CTE - Foundations of Building and Construction Technology (NCCER Core)
17	962	17962	CTE - Multi-Craft Core Curriculum - MC3
17	963	17963	CTE - Masonry 1
17	964	17964	CTE - Masonry 2
17	965	17965	CTE - Carpentry 1
17	966	17966	CTE - Carpentry 2
17	967	17967	CTE - Plumbing 1
17	968	17968	CTE - Plumbing 2
17	969	17969	CTE - HVAC 1
17	970	17970	CTE - HVAC 2
17	972	17972	CTE - Electrical 1
17	973	17973	CTE - Electrical 2
17	974	17974	CTE - Industrial Maintenance 1
17	975	17975	CTE - Industrial Maintenance 2
17	976	17976	CTE - Welding 1
17	977	17977	CTE - Welding 2
17	980	17980	CTE - Construction professions Capstone
17	981	17981	CTE - Construction professions Dual Enrollment
17	982	17982	CTE - Construction professions Apprenticeship
17	983	17983	CTE - Construction professions General WBL
18	911	18911	CTE - Agriculture, Food, and Natural Resources
18	912	18912	CTE - Principles of Agricultural Sciences- Animal
18	913	18913	CTE - Principles of Agricultural Sciences- Plant
18	914	18914	CTE - Principles of Agricultural Sciences- Natural Resources and Ecology
18	915	18915	CTE - Principles of Agricultural Sciences- Agricultural Power and Technology
18	916	18916	CTE - Advanced Agricultural Sciences Specialization
18	917	18917	CTE - Agricultural Research, and Development (Capstone)
18	921	18921	CTE - Introduction to agriculture
18	922	18922	CTE - Foundation topics in agricultural services and operations specializations
18	923	18923	CTE - Advanced topics in agricultural services and operations specializations
18	924	18924	CTE - Agricultural services and operations Capstone
18	926	18926	CTE - Foundation Topics in Natural Resources and Conservation
18	927	18927	CTE - Advanced Topics in Natural Resources and Conservation
18	928	18928	CTE - Natural resources and conservation Capstone
18	951	18951	CTE - Human Ecology and Environmental Problem Solving
18	952	18952	CTE - Natural Resource Management

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
18	953	18953	CTE - Environmental Technologies and Techniques
18	954	18954	CTE - Environmental and Natural Resource Research and Ethics
18	960	18960	CTE - Principles of Plant/ Animal/Environmental/ Science (optional)
18	961	18961	CTE - Foundations of Horticulture
18	962	18962	CTE - Plant Production
18	963	18963	CTE - Landscape Design and Management
18	964	18964	CTE - Horticultural Services Capstone Experience
18	965	18965	CTE - Horticultural Services Internship
18	966	18966	CTE - Horticultural Services Dual Enrollment
18	976	18976	CTE - Environmental, Agricultural and Natural Resources Dual Enrollment
18	977	18977	CTE - Environmental, Agricultural and Natural Resources Apprenticeship
18	978	18978	CTE - Environmental, Agricultural and Natural Resources General WBL
18	979	18979	CTE - Environmental, Agricultural and Natural Resources Certification Exam prep
19	901	19901	CTE - Principles and Practice of Barbering
19	902	19902	CTE - Advanced Barbering and Application
19	903	19903	CTE - Mastery of Barbering
19	904	19904	CTE – Barbering Capstone
19	905	19905	CTE - Principles and Practice of Nail Services
19	906	19906	CTE - Advanced Nail Services and Applications
19	907	19907	CTE - Mastery of Nail Services
19	908	19908	CTE - Nail Specialist and Manicurist Capstone
19	911	19911	CTE - Principles and Practice of Cosmetology
19	912	19912	CTE - Advanced Cosmetology: Theory and Application
19	913	19913	CTE - Mastery of Cosmetology
19	921	19921	CTE - Textiles & Fashions Careers I
19	922	19922	CTE - Textiles & Fashions Careers II
19	923	19923	CTE - Textiles & Fashions Careers Capstone
19	961	19961	CTE - Human Growth and Development through Adolescence
19	962	19962	CTE - Teaching as a Profession
19	963	19963	CTE - Foundations of Curriculum and Instruction
19	964	19964	CTE - Education Academy Internship
19	971	19971	CTE - Early Childhood Education/Childcare I
19	972	19972	CTE - Early Childhood Education/Childcare II
19	973	19973	CTE - Early Childhood Education/Childcare Internship/Practicum
19	974	19974	CTE - Curriculum Development for Young Children
19	975	19975	CTE - Child Growth and Development (Birth through Adolescence)
19	976	19976	CTE - Learning Environment for Infants and Toddlers
19	977	19977	CTE - Establishing a Purposeful Program for Infants and Toddlers



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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
19	978	19978	CTE - Child Development Associate Portfolio and Internship
19	979	19979	CTE - Learning Environment for Preschoolers
19	980	19980	CTE - Establishing a Purposeful Program for Preschoolers
19	987	19987	CTE - Early Childhood Education/Childcare Capstone
19	988	19988	CTE - Early Childhood Education/Childcare Dual Enrollment
19	989	19989	CTE - Early Childhood Education/Childcare Certification Exam prep
20	921	20921	CTE - Electrical/Electronic Systems and HVAC
20	922	20922	CTE - Suspension and Steering and Brakes
20	923	20923	CTE - MLR Powertrain and Engine Repair/Performance
20	924	20924	CTE - Automotive Technology Maintenance Internship
20	925	20925	CTE - Automotive Technology Maintenance Capstone
20	931	20931	CTE - Non-Structural Analysis and Damage Repair
20	933	20933	CTE - Structural Analysis and Damage Repair
20	934	20934	CTE - Mechanical and Electrical Components
20	935	20935	CTE - Principles of Painting and Refinishing
20	936	20936	CTE - Advanced Painting and Refinishing
20	943	20943	CTE - Medium/Heavy Truck : Suspension, Steering and Brakes
20	944	20944	CTE - Medium/Heavy Truck: Electrical/Electronic Systems
20	945	20945	CTE - Medium/Heavy Truck: Diesel and Preventative Maintenance
20	951	20951	CTE - Introduction to Automotive Transportation Technologies
20	952	20952	CTE - Foundation Topics in Automotive Transportation Technologies
20	953	20953	CTE - Advanced Topics in Automotive Transportation Technologies
20	954	20954	CTE - Automotive Transportation Technologies Capstone
20	955	20955	CTE - Introduction to Automotive Collision Repair
20	956	20956	CTE - Foundation Topics in Automotive Collision Repair
20	957	20957	CTE - Advanced Topics in Automotive Collision Repair
20	958	20958	CTE - Automotive Collision Repair Capstone
20	961	20961	CTE - Introduction to aviation transportation technologies
20	962	20962	CTE - Foundation topics in airframe mechanics and aircraft maintenance technology
20	963	20963	CTE - Advanced topics in airframe mechanics and aircraft maintenance technology
20	964	20964	CTE - Airframe mechanics and aircraft maintenance technology Capstone
20	965	20965	CTE - Introduction to Aeronautics, Aviation and Aerospace Technology
20	966	20966	CTE - Foundations of Aeronautics, Aviation and Aerospace Technology
20	967	20967	CTE - Advanced Topics in Aeronautics, Aviation and Aerospace Technology
20	968	20968	CTE - Aeronautics, Aviation and Aerospace Technology Capstone
20	971	20971	CTE - Introduction to marine transportation technologies



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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
20	972	20972	CTE - Foundation topics in marine maintenance and repair
20	973	20973	CTE - Advanced topics in marine maintenance and repair
20	974	20974	CTE - Marine maintenance and repair Capstone
20	976	20976	CTE - Intro Intermodal Transportation & Distribution
20	977	20977	CTE - Seagoing Steward Operations
20	978	20978	CTE - Seagoing Deck Operations
20	979	20979	CTE - Seagoing Engineering
20	980	20980	CTE -TLC Explorations
20	981	20981	CTE - Intro Transportation & Logistics
20	982	20982	CTE - Intro Air/Seaport Ops
20	983	20983	CTE - Supply Chain Management
20	984	20984	CTE - Domestic/International Freight Ops
20	985	20985	CTE - Transportation & Border Security
20	986	20986	CTE - Transportation Technologies Dual Enrollment
20	987	20987	CTE - Transportation Technologies Apprenticeship
20	988	20988	CTE - Transportation Technologies General WBL
20	989	20989	CTE - Transportation Technologies Certification Exam prep
21	911	21911	CTE - Introduction to CADD
21	921	21921	CTE - Principles of Engineering
21	922	21922	CTE - Introduction to Engineering Design
21	923	21923	CTE - Digital Electronics
21	924	21924	CTE - Engineering Specialization
21	925	21925	CTE - Engineering Design and Development
21	926	21926	CTE - Engineering Specialization Option
21	927	21927	CTE - Digital Fabrication I
21	928	21928	CTE - Solid Modeling I
21	931	21931	CTE - Introduction to Construction and Design
21	932	21932	CTE - Principles of Construction Design
21	933	21933	CTE - Advanced Design and 3-D Modeling
21	934	21934	CTE - Advanced Construction Management
21	935	21935	CTE - CDM Dual Enrollment
21	936	21936	CTE - CDM Apprenticeship
21	937	21937	CTE - CDM General WBL
21	938	21938	CTE - CDM Certification Exam Prep
21	941	21941	CTE - Principles of Drafting and Design
21	942	21942	CTE - Advanced Drafting and Design
21	943	21943	CTE - Drafting and Design Capstone
22	961	22961	CTE - Career Research and Development

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SCED v5.0 Subject Area Code	SCED v5.0 Course Number	SCED v5.0 Course Code	SCED v5.0 Course Title
22	962	22962	CTE - Career Development, Preparation, and Transition
22	963	22963	CTE - Work-based Learning Experience
22	971	22971	CTE - Apprenticeship Related Instruction
22	973	22973	CTE - Apprenticeship Work-Based Learning Experience 1
22	974	22974	CTE - Apprenticeship Work-Based Learning Experience 2
22	975	22975	CTE - Apprenticeship Work-Based Learning Experience 3

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### Appendix C: Maryland CTE Programs of Study

Table 5. MSDE-approved CTE programs of study and associated CIP codes. The [list](#) is also available for download as an excel file.

CIP Code	Program of Study
<b>010050</b>	Curriculum for Agricultural Science Education (CASE)
<b>010650</b>	Horticultural Services - CPH
<b>018000</b>	Agricultural Sciences and Operations
<b>030101</b>	Natural Resources and Conservation
<b>030150</b>	Environmental Studies/ Natural Resources
<b>100150</b>	Interactive Media Production
<b>100290</b>	Audiovisual Communications and Broadcast Technologies
<b>100350</b>	Graphic Communications (PrintED)
<b>110180</b>	P-TECH: Information Systems and Cybersecurity
<b>110190</b>	Computer and Information Sciences
<b>110255</b>	Computer Science (PLTW)
<b>110850</b>	Oracle Academy - Java Programming
<b>110855</b>	Oracle Academy - Database Management
<b>110890</b>	Mobile and Software Application Development (Apple)
<b>110950</b>	IT Networking Academy (CISCO) - CCENT
<b>110951</b>	IT Networking Academy (CISCO) - CCNA Routing and Switching
<b>110952</b>	IT Networking Academy (CISCO) - CCNA Security
<b>110953</b>	IT Networking Academy (CISCO) - CCNA Cybercesurity Operations
<b>110955</b>	CISCO Networking Academy
<b>110960</b>	P-TECH: Cybersecurity
<b>110970</b>	P-TECH: Pathways in Network and Information Technology
<b>110980</b>	P-TECH: Cybersecurity Assurance and Computer Information Systems
<b>120402</b>	Barbering
<b>120410</b>	Nail Specialist and Manicurist
<b>120450</b>	Careers in Cosmetology
<b>120504</b>	Restaurant, Culinary, and Catering Management
<b>120550</b>	Culinary Arts (ACF)
<b>120555</b>	Baking and Pastry Arts (ACF)
<b>130150</b>	Teacher Academy of Maryland
<b>131209</b>	Early Childhood Education Child Development Associate - Preschool
<b>131210</b>	Early Childhood Education Child Development Associate - Infants/Toddlers
<b>150000</b>	Engineering Technology
<b>150060</b>	P-TECH: Engineering Technology
<b>150613</b>	Manufacturing Engineering Technology (MSSC)
<b>150650</b>	Manufacturing Engineering Technology (NIMS) - Machining Operations

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<b>CIP Code</b>	<b>Program of Study</b>
<b>150651</b>	Manufacturing Engineering Technology (NIMS) - CNC Programming and Operations
<b>150652</b>	Manufacturing Engineering Technology (NIMS) - Multi-System Operations
<b>150680</b>	P-TECH: Design, Fabrication, and Advanced Manufacturing
<b>151350</b>	Construction Design and Management
<b>151390</b>	Drafting and Design Technology
<b>155000</b>	Pre-Engineering (PTLW)
<b>200201</b>	Early Childhood Education/Child Care
<b>200301</b>	Textile and Fashion Design, Merchandising and Management
<b>261201</b>	Biotechnology
<b>280101</b>	Air Force Junior Reserve Officers Training Corps (AFJROTC)
<b>280301</b>	Army Junior Reserve Officers Training Corps (AJROTC)
<b>280410</b>	Navy Junior Reserve Officers Training Corps (NJROTC)
<b>280420</b>	Marine Corps Junior Reserve Officers Training Corps (MCJROTC)
<b>430190</b>	Criminal Justice, Law and Society
<b>430250</b>	Fire Emergency Medical Training/ High School Cadet (MFRI)
<b>430350</b>	Homeland Security and Emergency Preparedness - Homeland Security Sciences
<b>430351</b>	Homeland Security and Emergency Preparedness - Criminal Justice/Law Enforcement
<b>430352</b>	Homeland Security and Emergency Preparedness - Information/Communications Technology
<b>460000</b>	Local Construction Trades Academy
<b>460101</b>	Local Construction Trades- Masonry
<b>460201</b>	Local Construction Trades- Carpentry
<b>460302</b>	Local Construction Trades- Electrical
<b>460401</b>	Local Construction Maintenance- Building/Property Maintenance
<b>465100</b>	Construction Trades Professions - Masonry
<b>465200</b>	Construction Trades Professions - Carpentry
<b>465300</b>	Construction Trades Professions - Electrical
<b>465500</b>	Construction Trades Professions - Plumbing
<b>470201</b>	Local Construction Maintenance- HVAC
<b>470601</b>	Local Automotive Transportation Technologies
<b>470602</b>	Local Automotive Collision Repair
<b>470605</b>	Diesel Engine Mechanic and Repairer
<b>470607</b>	Airframe Mechanics and Aircraft Maintenance Technology
<b>470616</b>	Marine Maintenance and Repair Technologies
<b>470635</b>	Autobody/Collision Repair Technician (NATEF)
<b>470645</b>	Automotive Technology Maintenance and Light Repair- Plus (NATEF)
<b>470655</b>	Medium/Heavy Truck Technician- Diesel (NATEF)
<b>475100</b>	Construction Maintenance Professions - Industrial Maintenance
<b>475200</b>	Construction Maintenance Professions - HVAC
<b>475300</b>	Construction Maintenance Professions - Welding
<b>480508</b>	Local Construction Maintenance- Welding

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<b>CIP Code</b>	<b>Program of Study</b>
<b>490101</b>	Aeronautics, Aviation, Aerospace Science and Technology
<b>490309</b>	Marine Science
<b>500102</b>	Digital Arts
<b>510000</b>	Health Professions/Allied Health Professions and Related Sciences
<b>510050</b>	Academy of Health Professions - Certified Nursing Assistant
<b>510051</b>	Academy of Health Professions - Pharmacy Technician
<b>510052</b>	Academy of Health Professions - Dental Assistant
<b>510053</b>	Academy of Health Professions - Certified Clinical Medical Assistant
<b>510054</b>	Academy of Health Professions - Physical Rehabilitation
<b>510055</b>	Academy of Health Professions - Allied Health Other Specialty
<b>510056</b>	Academy of Health Professions - Allied Health Intern
<b>510057</b>	Academy of Health Professions - Allied Health Dual Enrollment
<b>510080</b>	P-TECH: Healthcare Careers
<b>510760</b>	P-TECH: Health Information Management
<b>511150</b>	Biomedical Science (PLTW)
<b>520201</b>	Business Administration and Management
<b>520251</b>	Business Management
<b>520280</b>	P-TECH: Transportation and Logistics
<b>520290</b>	Transportation, Logistics and Cargo Security
<b>520354</b>	Accounting and Finance
<b>520390</b>	Accounting and Business/Finance Services
<b>520451</b>	Business Administrative Services
<b>520850</b>	Academy of Finance (NAF)
<b>520954</b>	Hospitality and Tourism Management
<b>520955</b>	Food and Beverage Management (Prostart)
<b>520960</b>	P-TECH: Hospitality Services Management
<b>520980</b>	Hospitality and Tourism Services Administration and Management
<b>521201</b>	Management Information Systems
<b>521451</b>	Marketing
<b>521490</b>	Business Marketing and Marketing Management
<b>860000</b>	Career Research and Development
<b>860500</b>	Apprenticeship Maryland Program

## Appendix D: Maryland Technical Skill Assessments

MSDE-approved Technical Skills Assessments (TSA) with Industry Recognized Certificate/License, College and Career Readiness (CCR), and college credit designations. **TSAs identified as “CCR”, “Industry Recognized Certificate/License”, or “College Credit” are eligible for use in Secondary CTE programs of study.**

Please view [the master TSA Table](#) or view the TSA list at the [TSA List Dashboard](#). There will be ongoing additions made to the TSA Table as additional approval requests are received from community colleges. Further updates to the list will be listed on the “Updates to TSA List” tab of TSA Table document as new TSAs are added.

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### Appendix E: Perkins V Core Indicators of Performance

Under Perkins V, Maryland is required to report annually on the following core indicators of performance. Maryland is also required to report disaggregated data on the performance of students by race, ethnicity, gender, and special population categories.

Table 6. Maryland Perkins Core Performance Indicators, measurement defections, formulas, data sources, and reporting guidance.

PERFORMANCE INDICATOR	MEASUREMENT DEFINITION	FORMULA	DATA SOURCE	GUIDANCE
<b>1S1: Four-Year Graduation Rate</b>	The percentage of <u>CTE concentrators</u> who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	<p><b>Numerator:</b> Number of CTE concentrators who graduated, in the current reporting year, and were included in the State's computation of the four-year adjusted cohort graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State's computation of its four-year adjusted cohort graduation rate as defined in Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<ul style="list-style-type: none"> <li>• 4-year Graduation Cohort Members file</li> <li>• HSDC</li> </ul>	<p><b>Numerator:</b> Number of CTE Concentrators in the HSDC file that appear in the 4-year adjusted graduation cohort members file and are classified as graduating within 4 years.</p> <p><b>Denominator:</b> All CTE Concentrators in the HSDC file included in the 4-year adjusted graduation cohort members file.</p>

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PERFORMANCE INDICATOR	MEASUREMENT DEFINITION	FORMULA	DATA SOURCE	GUIDANCE
<b>2S1: Academic Proficiency in Reading/Language Arts</b>	The Percentage of <u>CTE concentrator</u> demonstrating proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	<p><b>Numerator:</b> Number of CTE concentrators who exited high school who met or exceeded expectations on the Statewide high school reading/language arts assessment as administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) whose scores were included in the computation of the State's secondary education Academic Achievement indicator.</p> <p><b>Denominator:</b> Number of CTE concentrators who exited high school who took the Statewide high school reading/language arts assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA whose scores were included in the computation of the State's Academic Achievement indicator.</p>	<ul style="list-style-type: none"> <li>• MCAP ELA Assessment Performance Detail file</li> <li>• HSDC</li> <li>• EOY Attendance File</li> </ul>	<p><b>Numerator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance who took the ELA Assessment and were classified as proficient or advanced.</p> <p><b>Denominator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance who took the ELA Assessment.</p> <p>Students must demonstrate a proficiency level of 4+ on any one of the MCAP English language arts Grade 9, 10, or 11 assessments, or a proficiency level of 3+ on the Alternate English language Arts High School assessment.</p>



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PERFORMANCE INDICATOR	MEASUREMENT DEFINITION	FORMULA	DATA SOURCE	GUIDANCE
<b>2S2: Academic Proficiency in Mathematics</b>	The Percentage of <u>CTE concentrator</u> demonstrating proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	<p><b>Numerator:</b> Number of CTE concentrators who exited high school who met or exceeded expectations on the statewide high school mathematics assessment as administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) whose scores were included in the computation of the State's secondary education Academic Achievement indicator.</p> <p><b>Denominator:</b> Number of CTE concentrators who exited high school who took the Statewide high school mathematics assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA whose scores were included in the computation of the State's Academic Achievement indicator.</p>	<ul style="list-style-type: none"> <li>• MCAP Math Assessment Performance Detail file</li> <li>• HSDC</li> <li>• EOY Attendance File</li> </ul>	<p><b>Numerator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance who took the Math Assessment and were classified as proficient or advanced.</p> <p><b>Denominator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance who took the Math Assessment.</p> <p>Students must demonstrate a proficiency level of 4+ on any one of the MCAP Math assessments (Algebra I, Algebra II, or Geometry), a proficiency level of 520+ on the Math SAT assessment, or a proficiency level of 3+ on the Alternate Math High School assessment.</p>

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PERFORMANCE INDICATOR	MEASUREMENT DEFINITION	FORMULA	DATA SOURCE	GUIDANCE
<b>2S3: Academic Proficiency in Science</b>	The Percentage of <u>CTE concentrator</u> demonstrating proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	<p><b>Numerator:</b> Number of CTE concentrators who met or exceeded expectations on the statewide high school science assessment as administered by the State under Section 1111(b) (3) of the <i>Elementary and Secondary Education Act</i> (ESEA) as amended by the <i>Every Student Succeeds Act</i> (ESSA) whose scores were included in the computation of the State's secondary education Academic Achievement indicator and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the statewide high school science assessment as administered by the State under Section 1111(b)(3) of the ESEA as amended by ESSA whose scores were included in the computation of the State's Academic Achievement indicator and who, in the reporting year, left secondary education.</p>	<ul style="list-style-type: none"> <li>• MISA Science Performance Detail file</li> <li>• HSDC</li> <li>• EOY Attendance</li> </ul>	<p><b>Numerator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance who took the Science Assessment and were classified as proficient or advanced.</p> <p><b>Denominator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance who took the Science Assessment.</p>

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PERFORMANCE INDICATOR	MEASUREMENT DEFINITION	FORMULA	DATA SOURCE	GUIDANCE
<b>3S1: Postsecondary Placement</b>	The percentage of <u>CTE concentrators</u> who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	<p><b>Numerator:</b> Number of CTE concentrators in the <b>prior reporting year</b> who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National Community Service Act of 1990, or are employed.</p> <p><b>Denominator:</b> Number of CTE concentrators who exited from secondary education in <b>the prior reporting year</b>.</p>	<ul style="list-style-type: none"> <li>• HSDC (previous year)</li> <li>• EOY Attendance (previous year)</li> <li>• MLDS Center (Student Clearing House, MD Dept. of Labor Administrative Record Exchange, and MVA records)</li> </ul>	<p><b>Numerator:</b> All exiting CTE concentrators who are in postsecondary education, advanced training, military service, service program, or are employed in second quarter after exit.</p> <p><b>Denominator:</b> All CTE concentrators who exited from secondary education.</p>
<b>4S1: Nontraditional Concentrator Enrollment</b>	The percentage of <u>CTE concentrators</u> in career and technical education programs and programs of study that lead to non-traditional fields.	<p><b>Numerator</b> Number of under-represented gender CTE concentrators in nontraditional CTE programs during the reporting year.</p> <p><b>Denominator:</b> Number of CTE concentrators in nontraditional CTE programs during the reporting year.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Maryland Nontrad Program List</a></li> <li>• HSDC</li> </ul>	<p><b>Numerator:</b> All CTE concentrators of under-represented gender who were enrolled in a CTE program identified as a nontraditional program in the Maryland Nontrad Data file.</p> <p><b>Denominator:</b> All CTE concentrators enrolled a CTE program identified as a nontraditional program in the Maryland Nontrad Data file.</p>

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PERFORMANCE INDICATOR	MEASUREMENT DEFINITION	FORMULA	DATA SOURCE	GUIDANCE
<b>5S1: Program Quality – Attained Recognized Postsecondary Credential</b>	The percentage of <u>CTE concentrators</u> exiting from high school having attained a recognized postsecondary credential.	<p><b>Numerator:</b> Number of CTE concentrators who exited secondary education in the reporting year and who met or exceeded proficiency on industry standards to attain a recognized postsecondary credential (approved for a specific CTE program) during their secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators exited secondary education in the reporting year and who took an assessment aligned to industry standards leading to the attainment of a recognized postsecondary credential during their secondary education.</p>	<ul style="list-style-type: none"> <li>• HSDC</li> <li>• EOY Attendance File</li> <li>• <a href="#">TSA codes list</a></li> </ul>	<p><b>Numerator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance and have attained a TSA classified as a RPC in the TSA Results Fields.</p> <p><b>Denominator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance C and have taken a TSA classified as a RPC in the TSA Results Fields.</p>
<b>5S4: Program Quality – Other (Attained a Technical Skills Assessment)</b>	The percentage of <u>CTE concentrators</u> exiting from high school who have met state-recognized CTE standards in the program, including assessments aligned to industry standards, if available and appropriate.	<p><b>Numerator:</b> Number of CTE Concentrators exited secondary education in the reporting year and who met state-recognized CTE standards, including assessments aligned to industry standards during their secondary education.</p> <p><b>Denominator:</b> Number of CTE Concentrators who exited secondary education in the reporting year and who took an assessment aligned to state-recognized CTE standards and industry standards during their secondary education.</p>	<ul style="list-style-type: none"> <li>• HSDC</li> <li>• EOY Attendance</li> <li>• <a href="#">TSA codes list</a></li> </ul>	<p><b>Numerator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance and are classified as having completed an MSDE approved TSA (RPC, CCR, college credit) by an entry in the TSA Results field.</p> <p><b>Denominator:</b> All CTE Concentrators who exited from secondary education as evidenced with an exit status of C or W in the EOY Attendance and attempted an MSDE-approved TSA (RPC, CCR, college credit) in the TSA Results field.</p>

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PERFORMANCE INDICATOR	MEASUREMENT DEFINITION	FORMULA	DATA SOURCE	GUIDANCE
6S1: Dual Completion	The percentage of <u>CTE Completers</u> who met the University System of Maryland requirements.	<p><b>Numerator:</b> Number of CTE completers who met University System of Maryland (USM) Requirements.</p> <p><b>Denominator:</b> Number of CTE completers.</p>	<ul style="list-style-type: none"> <li>• HSDC</li> <li>• EOY Attendance</li> </ul>	<p><b>Numerator:</b> All CTE Completers who have a High School Program Completion code of 03, a completion status of C, and a completion code of 60, 62, or 70.</p> <p><b>Denominator:</b> All CTE Completers who have a High School Program Completion code of 02 or 03, a completion status of C, and a completion code of 60, 62, or 70.</p>
7S1: More Jobs for Marylanders Act Attainment	The percentage of graduating students who completed a CTE program of study, concentrated in a CTE program of study and passed a MSDE-approved Technical Skills Assessment, or completed a youth or other registered apprenticeship.	<p><b>Numerator:</b> Number of students who received a Maryland high school diploma or certificate and completed a CTE program, passed assessments aligned with industry standards with a concentrator status, or completed a youth or other registered apprenticeship.</p> <p><b>Denominator:</b> Number of students who received Maryland high school diplomas or certificates.</p>	<ul style="list-style-type: none"> <li>• HSDC</li> <li>• EOY Attendance</li> </ul>	<p><b>Numerator:</b> All High School graduates with a a completion status of C and a completion code of 60, 62, or 70 who has a High School Program Completion code or 02 or 03, or a concentrator status of “Y”, and a TSA Result of “T”, or a “Y” or “O” for apprenticeship.</p> <p><b>Denominator:</b> All High School graduates with a a completion status of C and a completion code of 60, 62, or 70.</p>

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## Appendix F: File Layouts

(Note: Elements Specific to CTE are marked in **Red**)

### Maryland Course Catalog (MCC) File Layout

Table 7. Data elements and file layout specifications for the Maryland Course Catalog Collection.

Element #	Data Element Name	Start Position	Length	End Position	Type	Required/Optional	Permitted Values and/or Format
1	Academic Year	1	4	4	Numeric	R	YYYY
2	LSS Number	5	2	6	Numeric	R	01-23, 30, 32
3	<b>SCED Subject Code</b>	<b>7</b>	<b>2</b>	<b>8</b>	<b>Numeric</b>	<b>R</b>	<b>01-05, 07-24</b>
4	<b>SCED Course Code</b>	<b>9</b>	<b>3</b>	<b>11</b>	<b>Numeric</b>	<b>R</b>	<b>001-999</b>
5	Course Level	12	4	15	String	R	<ul style="list-style-type: none"> <li>• Advanced Placement-<b>AP</b></li> <li>• Basic course-<b>BAS</b></li> <li>• Completion of requirement only, no units of value awarded-<b>COR</b></li> <li>• Dual Enrollment-<b>DE</b></li> <li>• English Learner (EL)-<b>ELL</b></li> <li>• General-<b>GEN</b></li> <li>• Gifted &amp; Talented/Advanced Academics-<b>GTAA</b></li> <li>• Honors-<b>HON</b></li> <li>• Accepted as a high school equivalent-<b>HSE</b></li> <li>• International Baccalaureate-<b>IB</b></li> <li>• Module-<b>MOD</b></li> <li>• Remedial-<b>REM</b></li> <li>• Students with disabilities-<b>SWD</b></li> <li>• Transition-<b>TRN</b></li> <li>• Untracked -<b>UT</b></li> <li>• Non-Specific-<b>X</b></li> </ul>
6	Carnegie Units	16	4	19	Numeric	R-If course is HS Course	<ul style="list-style-type: none"> <li>• <b>#.##</b> for High School Courses</li> <li>• <b>0.00</b> for Elementary and Middle School Courses</li> </ul>
7	Grade Span	20	4	23	Numeric	R	96, 95, 94, 93, 92, 91, 01 - 12
8	Sequence of Courses	24	2	25	Numeric	R	##

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Element #	Data Element Name	Start Position	Length	End Position	Type	Required/Optional	Permitted Values and/or Format
9	Sequence Total	26	2	27	Numeric	R	##
10	MSDE Subject Area Code	28	4	31	Numeric	R	####
<b>11</b>	<b>LSS Course Code</b>	<b>32</b>	<b>10</b>	<b>41</b>	<b>String</b>	<b>R</b>	<b>Alpha-numeric</b>
12	LSS Course Title	42	55	96	String	R	Alpha-numeric
13	LSS Course Description	97	1,000	1096	String	R	Written Description (no punctuation)
14	Transition Course/Module	1097	4	1100	String	R	<ul style="list-style-type: none"> <li>• Transition Course-<b>TRN</b></li> <li>• Module-<b>MOD</b></li> <li>• None-<b>NONE (default)</b></li> </ul>
15	LSS Course Credits	1101	5	1105	Numeric	R	<b>#.## or 0.00</b>
16	Course Grade Point Average Applicability	1106	1	1106	String	R	<b>Y or N (default)</b>
17	Course Content Standards	1107	2	1108	String	R	<ul style="list-style-type: none"> <li>• National Standards-<b>NS</b></li> <li>• State Standards-<b>SS</b></li> <li>• Local Standards-<b>LS</b></li> <li>• Combination-<b>CO</b></li> <li>• No Standards-<b>NA (default)</b></li> </ul>
18	Assessed Content Area	1109	5	1113	String	R	<ul style="list-style-type: none"> <li>• English/Language Arts-<b>ELA</b></li> <li>• Mathematics-<b>M</b></li> <li>• Science-<b>S</b></li> <li>• Social Studies-<b>SS</b></li> <li>• Multiple-<b>MU</b></li> <li>• Other-<b>OTH</b></li> <li>• None-<b>NONE (default)</b></li> </ul>
19	High School Course Requirement	1114	1	1114	String	R	<b>Y or N (default)</b>
20	K-12 End of Course Requirement	1115	1	1115	String	R	<b>Y or N (default)</b>
<b>21</b>	<b>CTE Associated Course</b>	<b>1116</b>	<b>1</b>	<b>1116</b>	<b>String</b>	<b>R</b>	<b>Y or N (default)</b>
22	Filler	1117	100	1216	String	R	Leave this field blank.

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Element #	Data Element Name	Start Position	Length	End Position	Type	Required/ Optional	Permitted Values and/or Format
23	Family and Consumer Sciences Course Indicator	1217	1	1217	String	R	<b>Y or N (default)</b>
24	Technology Education Indicator	1218	4	1221	String	R	<ul style="list-style-type: none"> <li>• General Technology Education-<b>GTE</b></li> <li>• Advanced Technology Education-<b>ATE</b></li> <li>• None-<b>NONE (default)</b></li> </ul>
25	Delivery Type	1222	2	1223	String	R	<ul style="list-style-type: none"> <li>• Face- to-Face-<b>FF</b></li> <li>• Online-<b>ON</b></li> <li>• Independent Study-<b>IS</b></li> <li>• Work Study/Internship-<b>WS</b></li> <li>• Hybrid/Blended-<b>HB</b></li> </ul>
26	Instructional Language	1224	3	1226	String	R	<ul style="list-style-type: none"> <li>• English-<b>EN</b></li> <li>• Spanish-<b>SP</b></li> <li>• Arabic-<b>AR</b></li> <li>• Chinese-<b>CH</b></li> <li>• French-<b>FR</b></li> <li>• American Sign Language-<b>ASL</b></li> <li>• Italian-<b>IT</b></li> <li>• Portuguese-<b>PG</b></li> <li>• German-<b>GR</b></li> <li>• Greek-<b>GK</b></li> <li>• Latin-<b>LN</b></li> <li>• Japanese-<b>JP</b></li> <li>• Korean-<b>KR</b></li> <li>• Russian-<b>RN</b></li> <li>• Turkish-<b>TK</b></li> <li>• Other -<b>OT</b></li> </ul>
27	National Collegiate Athletic Association Eligibility	1227	1	1227	String	R	<b>Y or N (default)</b>
28	IPEDS School Code for Institute of Higher Education	1228	6	1233	String	R-College Level or Dual Credit Course	<b>##### or NONE (default)</b>



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### Student Course Grade Teacher (SCGT) File Layout

Table 8: Data elements and file layout specifications for the Student Course Grade Teacher file.

Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
1	LSS Number	1	2	2	N	01-23, 30, 32	The two-digit state-designated code assigned to the Local School System (LSS).
2	School Number	3	4	6	N		The four-digit code assigned, by the LSS, to the school building. Must be a valid school number in the current academic year.
3	State Assigned Student Identifier (SASID)	7	10	16	N		The valid 10-digit USIS assigned State-assigned Student ID Number. Cannot contain pseudo numbers and cannot be BLANK. This number must be the same on all DCAA data files.
4	Local Student Number	17	10	26	N		The number assigned by the Local Education Agency. The number may contain any combination of numbers, but not more than 10 characters. Right align the number. If fewer than ten characters, zero-fill the remaining positions to the left. This number must be the same on all DAAIT data files.
5	Student Last Name	27	25	51	C		Indicate up to twenty-five (25) characters of the student's last name. Do not use punctuation. The name entered must align with USIS.
6	Student First Name	52	15	66	C		Indicate up to fifteen (15) characters of the student's first name. Do not use nicknames, initials, or punctuation; must align with USIS.
7	Student Middle Name	67	15	81	C		Indicate up to fifteen (15) characters of the student's middle name. Do not use nicknames or punctuation. The name entered must align with USIS.
8	Student Generational Suffix	82	3	84	C	I, II, III, IV, V, JR, Jr	Contains the generational suffix of a student included as part of the identified name. Valid values include Jr, JR, II, III, IV, V. Data reported for this element should be alpha characters right-justified with null values prefilled to the left without punctuation. Use Roman numbering for standardization – 2 <sup>nd</sup> should be II (ii), 3 <sup>rd</sup> should be III (iii), 4 <sup>th</sup> should be IV (iv), 5 <sup>th</sup> should be V (v). Jr is a unique occurrence and is a valid value. Report as shown on official birth documentation

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
9	Preferred Name (Optional)	85	15	99	C		An alternative first name preferred by the student. The name can be up to fifteen (15) characters long. Do not include punctuation.
10	Student Birth Date	100	8	107	N	YYYYMMDD	Indicates the student's date of birth; list the four-digit year, two-digit month, and two-digit day
11	Student Grade	108	2	109	C	91-96, 01-12	Indicates the student's grade level at the time of the course; student in grades 1-9 are right justified with a leading zero.
12	Student Gender	110	1	110	C	1 = Male 2 = Female	Indicates the gender of the student
13	Student Hispanic-Latino/Ethnicity	111	1	111	C	Y = Yes N = No	A person having origins in any of the original peoples of Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
14	Student Race-American Indian/Alaskan Native	112	1	112	C	1 = Yes 0 = No	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.
15	Student Race-Asian	113	1	113	C	2 = Yes 0 = No	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
16	Student Race-Black/African American	114	1	114	C	3 = Yes 0 = No	A person having origins in any of the black racial groups of Africa.
17	Student Race-Native Hawaiian or Other Pacific Islander	115	1	115	C	4 = Yes 0 = No	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
18	Student Race-White/Caucasian	116	1	116	C	5 = Yes 0 = No	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
19	Homeless Status	117	1	117	C	Y = Yes N = No	A “Y” or “N” indicator of whether the student lacks a fixed, regular, and adequate nighttime residence. Homeless students include: (1) students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; (2) students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C)); (3) students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (4) migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above.
20	Title I Status Indicator	118	1	118	C	Y = Yes N = No	Indicates whether a student is receiving services in whole or in part under Title I of the Every Student Succeeds Act (ESSA) of 2015; classify students based on their status as of the last reportable day of the course.
21	Free/Reduced Price Meals	119	1	119	C	F = Free R = Reduced N = No	Indicates whether a student is eligible to receive free/reduced price meals that meet family size and income guidelines (as promulgated annually by the U.S. Department of Agriculture) and/or the student is approved through direct certification as indicated by the Free/Reduced Price Meals. Classify students based on their status as of the last reportable day of the course.
22	Migrant Flag	120	1	120	C	Y = Yes N = No	Indicates whether a student is migratory; a migrant student is defined under 34 CFR 200.40 required the Every Student Succeeds Act, Section 1301. Classify students as of their status on the last day of the school year.

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
23	Foreign Exchange Student Flag	121	1	121	C	Y = Yes N = No	Indicates whether the student is a Foreign Exchange student; include students who will be returning to their home country for graduation.
24	Special Education Status	122	1	122	C	Y = Yes N = No E = Exited 2 = Section 504 Status 3 = Exited Special Education and placed in Section 504 Status	A student with a disability or multiple disabilities, who, by reason thereof, receives special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan.  Students reported as E or 3 must have Special Education End Date.
25	Special Education End Date	123	8	130	N	YYYYMMDD or blank	Indicates when special education services ended. This is required if Special Education Status [Item #24] is recorded as E or 3. <i>(If date not applicable, leave blank)</i>
26	Special Education Certificate	131	1	131	C	Y = Yes N = No	Indicates whether a student with disabilities (SWD) and an IEP are on track to receive a Maryland High School Certificate.
27	English Learner (EL) Status	132	1	132	C	Y = Yes N = No E = Exited	A student who has a primary or home language other than English and who has been identified as qualifying for ESOL services based on the English language proficiency screener.
28	EL Date of Entry into the U.S.	133	8	140	N	YYYYMMDD or blank	Eight-digit date (YYYYMMDD) when the student entered any U.S. school for the first time. The date cannot be in the future. Required if EL Status is Y or E. <i>(If date not applicable, leave blank)</i>

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
29	EL Service Begin Date	141	8	148	N	YYYYMMDD or blank	The eight-digit date (YYYYMMDD) a student classified as an English learner began receiving ESOL services in any school in the U.S. EL Begin Date cannot be in the future. Required if EL Status is Y or E. <i>(If date not applicable, leave blank)</i>
30	EL Service End Date	149	8	156	N	YYYYMMDD or blank	The eight-digit date (YYYYMMDD) a student classified as an English learner stopped receiving ESOL services in any school in the U.S. EL End Date cannot be in the future. Required if EL Status is Y or E. <i>(If date not applicable, leave blank)</i>
31	EL English Language Arts (ELA) Assessment Exempt Status	157	1	157	C	Y = Yes N = No	A "Y" or "N" indicator that the student receiving ESOL services in their first year of enrollment in a U.S. (not including Puerto Rico) school, is exempt from the PARCC English/Language Arts assessment and may substitute the required state assessment with the English Language Proficiency Assessment (ACCESS for ELs 2.0). English learners must be provided the PARCC English/Language Arts assessment beginning with their second year of enrollment in U.S. schools. ELs must be provided the PARCC Mathematics assessment regardless of how recently they entered the U.S. educational system.
32	Foster Care Status	158	1	158	C	Y = Yes N = No	A "Y" or "N" indicator that the student is in foster care. Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
33	Military Connected Indicator	159	1	159	C	Y = Yes, N = No, U = Unknown	An indication that the student's parent or guardian is on Active Duty, in the National Guard, or in the Reserve components of the United States military services.
34	Filler	160	33	192			
35	Submission Date	193	8	200	N	YYYYMMDD	Indicates the date the file was submitted to DAAIT.
36	Submission Number	201	3	203	N	001 - 999	Indicates the sequential number of the file submitted. The sequence starts with 001; it identifies the first submission. All records within the same file submission will have the same submission number.
37	Academic Year	204	4	207	N	YYYY	Indicates the current school year, report using the end year
<b>38</b>	<b>LSS Course Code</b>	<b>208</b>	<b>10</b>	<b>217</b>	<b>C</b>	<b>Alpha-Numeric</b>	<b>Indicates the unique LSS assigned course code that identifies the course. The course code should align with reported LSS Course Code in the Maryland Course Catalog and the LSS Course Catalog.</b>
39	LSS Section Number	218	10	227	C	Alpha-Numeric	Indicates the section assigned by the LSS when the LSS Course Code and Course Marking Term cannot uniquely identify a given course.
40	LSS Section Title	228	30	257	C	Alpha-Numeric	Indicates the title assigned by the LSS to identify a particular section of a course. This title should match the reported LSS Course Title in the Maryland Course Catalog and the LSS Course Catalog.
41	LSS Class Period	258	50	307	C	Alpha-Numeric	Indicates the period assigned by the LSS when the LSS Course Code, LSS Course Marking Term, and LSS Section ID cannot uniquely identify a given course.
42	Unique LSS Classroom Key Elements	308	10	317	C	Alpha-Numeric	This is an optional element used as a component of the LSS classroom key; it is used for LSS purposes ONLY. No MSDE required LSS classroom key component should be reported in this field without it also appearing in the appropriate MSDE required field.
43	Instruction Outside of School Flag	318	1	318	C	Y = Yes N = No	Indicates whether a course reported on the student's grade report or transcript was taken outside of the student's home school.

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
44	Course Marking Term	319	2	320	C	1S, 2S, 1T, 2T, 3T, 1Q, 2Q, 3Q, 4Q, S, F, SY, M, O	This is a prescribed span of time when an education institution is open, the instruction is provided, and students are under the direction and guidance of teachers and/or education institution administration. A course marking term may be interrupted by one or more vacations. For definitions of Course Marking Term Codes, please refer to the Appendices of the SCGT Data Collection Manual
45	Transition Course or Module	321	1	321	C	T = Transition Course M = Module N = No/Not Applicable	Indicates whether the course was used as a transition course or module to meet the College and Career Readiness requirements for the student.
46	Course Completion Status	322	2	323	C	I, F, P, WD, NS, IP	Indicates the student's final status for the course; NS and IP only appropriate for the February Collection. (When using NS or IP, then Alpha Grade and Standards-based Grade will be NA)
47	Alpha Grade	324	2	325	C	A, B, C, D, F, NA, M, NM	Indicates the grade earned by the student for the course. NA if Cours Completion Status is NS or IP.
48	Standards-Based Grade	326	28	353	C	Description as per LSS a non-traditional grade (Default = NA)	Indicates the non-traditional, competency grade, or non-typical grade earned by the student for the course reported
49	Filler	354	1	354	C		Leave this field blank.
50	Filler	355	1	355	C		Leave this field blank.

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
51	Multiple Teacher Course Flag	356	1	356	C	Y = Yes N = No	Indicates that primary instruction for the course was jointly delivered by more than one teacher
52	Primary Teacher SATID	357	10	366	N	<b>(Do Not Leave Blank)</b>	The valid 10-digit State Assigned Teacher ID Number assigned through the UTIS system. Cannot contain pseudo numbers and cannot be BLANK. This number must be the same in all DAAIT data files.
53	Primary Teacher - Local Employee ID	367	10	376	C		This number is assigned by the local education agency (LSS). It may contain any combination of numbers, but not more than ten (10) right-aligned characters. If fewer than ten characters are used, zero-fill the remaining positions to the left. This number must be the same in all DAAIT data files.
54	Primary Teacher - Last Name	377	25	401	C	Alpha; must align with UTIS	Include up to twenty-five (25) characters of the teacher's surname. Do not use punctuation. The name must align with UTIS.
55	Primary Teacher - First Name	402	15	416	C	Alpha; must align with UTIS	Include up to fifteen (15) characters of the teacher's first name. Do not use punctuation. The name must align with UTIS.
56	Primary Teacher - Middle Name	417	15	431	C	Alpha; must align with UTIS	Include up to fifteen (15) characters of the teacher's middle name. Do not use punctuation. The name must align with UTIS.
57	Primary Teacher - Generational Suffix	432	3	434	C	I, II, III, IV, V, JR, Jr	Contains the generational suffix of a student included as part of the identified name. Valid values include Jr, JR, II, III, IV, V. Data reported for this element should be alpha characters right justified with null values prefilled to the left without punctuation. Use Roman numbering for standardization – 2 <sup>nd</sup> should be II (ii), 3 <sup>rd</sup> should be III (iii), 4 <sup>th</sup> should be IV (iv), 5 <sup>th</sup> should be V (v). Jr is a unique occurrence and is a valid value. Report as shown on official birth documentation



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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
58	Primary Teacher - Maiden Last Name	435	25	459	C	C; must align with UTIS	Indicate up to twenty-five (25) characters of the teacher's maiden name as documented on the birth certificate, if applicable. Do not use punctuation. The name must align with UTIS.
59	Primary Teacher - Date of Birth	460	8	467	N	YYYYMMDD	List the four-digit year, two-digit month, and two-digit day to indicate the teacher's birth date.
60	Primary Teacher - Gender	468	1	468	N	0 = Unknown (if IOS [Item #36] is 'Y') 1 = Male 2 = Female	Indicates the gender of the teacher
61	Primary Teacher - Ethnicity	469	1	469	C	Y = Yes N = No	Indicates the Hispanic or Latino origin of the teacher
62	Primary Teacher - Race	470	5	474	N	00001-12345	Indicates the race(s) of the teacher; may identify multiple races, this field cannot be BLANK. Position 1: 0 or 1 – American Indian/Alaskan 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
63	Filler	475	9	483	C		
64	Secondary Teacher - SATID	484	10	493	N	<b>If not applicable, leave blank</b>	The valid 10-digit State Assigned Teacher ID Number assigned through the UTIS system. Cannot contain pseudo numbers and cannot be BLANK. This number must be the same in all DAAIT data files.

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
65	Secondary Teacher - Local Employee ID	494	10	503	N	<i>If not applicable, leave blank</i>	This number is assigned by the local education agency (LSS). It may contain any combination of numbers, but not more than ten (10) right-aligned characters. If fewer than ten characters are used, zero-fill the remaining positions to the left. This number must be the same in all DAAIT data files.
66	Secondary Teacher - Last Name	504	25	528	C	<i>If not applicable, leave blank</i>	Include up to twenty-five (25) characters of the teacher's surname. Do not use punctuation. The name must align with UTIS.
67	Secondary Teacher - First Name	529	15	543	C	<i>If not applicable, leave blank</i>	Include up to fifteen (15) characters of the teacher's first name. Do not use punctuation. The name must align with UTIS.
68	Secondary Teacher - Middle Name	544	15	558	C	<i>If not applicable, leave blank</i>	Include up to fifteen (15) characters of the teacher's middle name. Do not use punctuation. The name must align with UTIS.
69	Secondary Teacher - Generational Suffix	559	3	561	C	I, II, III, IV, V, JR <i>If not applicable, leave blank</i>	Contains the generational suffix of a student included as part of the identified name. Valid values include Jr, JR, II, III, IV, V. Data reported for this element should be alpha characters right justified with null values prefilled to the left without punctuation. Use Roman numbering for standardization – 2 <sup>nd</sup> should be II (ii), 3 <sup>rd</sup> should be III (iii), 4 <sup>th</sup> should be IV (iv), 5 <sup>th</sup> should be V (v). Jr is a unique occurrence and is a valid value. Report as shown on official birth documentation.
70	Secondary Teacher - Maiden Last Name	562	25	586	C	<i>If not applicable, leave blank</i>	Indicate up to twenty-five (25) characters of the teacher's maiden name as documented on the birth certificate, if applicable. Do not use punctuation. The name must align with UTIS.
71	Secondary Teacher - Date of Birth	587	8	594	N	YYYYMMDD	List the four-digit year, two-digit month, and two-digit day to indicate the teacher's birth date.

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Element #	Data Element	Start	Length	End	Data Type	Permitted Values	Description and Instructions
						<i>If not applicable, leave blank</i>	
72	Secondary Teacher - Gender	595	1	595	N	0 = Unknown (if IOS [Item #36] is 'Y') 1 = Male 2 = Female	Indicates the gender of the teacher
73	Secondary Teacher - Ethnicity	596	1	596	C	Y = Yes N = No	Indicates the Hispanic or Latino origin of the teacher
74	Secondary Teacher - Race	597	5	601	N	00001-12345  <i>If not applicable, leave blank</i>	Indicates the race(s) of the teacher; may identify multiple races, this field cannot be BLANK. Position 1: 0 or 1 – American Indian/Alaskan 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
75	Filler	602	9	610	C		

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### High School Data Collection (HSDC) File Layout

Table 9: Data elements and file layout specifications for the High School Data Collection.

Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
1	LSS Number	1	2	2	String	The two-digit state designation of the local school system.	01-23, 30, 32
2	School Number	3	4	6	String	The four-digit code assigned to the school. Must be a valid school number for the reported academic year.	
3	State Assigned Student ID (SASID)	7	10	16	String	The valid State Assigned Student ID number assigned through USIS. Cannot contain pseudo numbers and cannot be BLANK. This number must be the same on all data files submitted to MSDE.	
4	Local Student ID Number	17	10	26	String	The unique number assigned by the local school system. May be any combination of numbers, not more than ten characters, right aligned. If fewer than ten characters, zero fill remaining positions to the left. This number must be the same on all data files submitted to MSDE.	

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
5	Last Name	27	25	51	String	The full legal last name held in common by members of a family, as appears on the evidence of the birth document. Up to twenty-five (25) characters long. Do not include punctuation.	
6	First Name	52	15	66	String	The full legal first name was given to a person at birth, baptism, or through legal change, as appears on the evidence of birth document. Up to fifteen (15) characters long. Do not include punctuation.	
7	Middle Name	67	15	81	String	The student's full legal middle name given to a person at birth, baptism, or through legal change, as appears on the evidence of the birth document. Up to fifteen (15) characters long. Do not include punctuation. Report as indicated as per official birth documentation.	

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
8	Generation Code or Suffix	82	3	84	String	An appendage, if any, used to denote the student's generation in a family (e.g., Jr., Sr., III), as appears on the evidence of the birth document. Valid values include Jr, JR, II, III, IV, V. Data reported for this element should be alpha characters right justified with null values pre-filled to the left without punctuation. 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.	Jr, Sr, I, II, III, etc...
9	Preferred Name (OPTIONAL)	85	15	99	String	An alternative first name preferred by the student. Up to fifteen (15) characters long. Do not include punctuation.	
10	Date of Birth	100	8	107	Number	The four-digit year, two-digit month, and two-digit day (YYYYMMDD) on which the student was born. (Example: September 7, 2002, is 20020907)	YYYYMMDD

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
11	Grade	108	2	109	String	The two-digit number of the grade in which the student is placed.	96=Prek, under age 1 95=Prek, age 1 94=Prek, age 2 93=Prek, age 3 92=Prek, age 4 91=Kindergarten 01 through 12=Grades 01 through 12
12	Gender	110	1	110	String	The one-digit code for gender of the student.	1=Male; 2=Female
13	Hispanic/Latino Ethnicity	111	1	111	String	An indication that the student traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.	Y=Yes, of Hispanic or Latino origin N=No, not of Hispanic or Latino origin
14	American Indian/Alaskan Native	112	1	112	String	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment.	0=No; 1=Yes
15	Asian	113	1	113	String	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	0=No; 2=Yes

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
16	Black or African American	114	1	114	String	A person having origins in any of the black racial groups of Africa.	<b>0</b> =No; <b>3</b> =Yes
17	Native Hawaiian or Other Pacific Islander	115	1	115	String	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	<b>0</b> =No; <b>4</b> =Yes
18	White	116	1	116	String	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.	<b>0</b> =No; <b>5</b> =Yes



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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
19	Homelessness Status	117	1	117	String	<p>A “Y” or “N” indicator of whether the student lacks a fixed, regular, and adequate nighttime residence. Homeless students include: (1) students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;</p> <p>(2) students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));</p> <p>(3) students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and</p> <p>(4) migratory students who qualify as homeless for the purposes of this subtitle because they are living in circumstances described in (1) through (3) above.</p>	Y=Yes; N=No

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
20	Title I Indicator	118	1	118	String	A “Y” or “N” indicator that the student is participating in and served by programs under Title I, Part A of ESEA as amended.	Y=Yes; N=No
21	Free/Reduced Price Meal Eligibility	119	1	119	String	<p>An indicator of a student's eligibility to receive Free or Reduced-Price Meals under the National School Lunch Program. This includes students who are eligible through annual household applications, "identified students" in a Community Eligibility Provision (CEP) school or LSS, or students who are “directly certified”.</p> <p>F=Free, Free is the student's level of eligibility to participate in the National School Lunch Program for breakfast, lunch, snack, supper, and milk programs.;</p> <p>R=Reduced, Reduced price is the student's level of eligibility to participate in the National School Lunch Program for breakfast, lunch, snack, supper, and milk programs.;</p> <p>N=No, the student is not eligible to receive free or reduced-price meals.</p>	<p>F=Free, Free is the student's level of eligibility to participate in the National School Lunch Program for breakfast, lunch, snack, supper, and milk programs.;</p> <p>R=Reduced, Reduced price is the student's level of eligibility to participate in the National School Lunch Program for breakfast, lunch, snack, supper, and milk programs.;</p> <p>N=No, the student is not eligible to receive free or reduced-price meals.</p>
22	Migrant Status	120	1	120	String	A “Y” or “N” indicator for a migratory child. A migrant student is defined under 34 CFR 200.40 and required by the Elementary and Secondary Education Act (ESEA).	Y=Yes; N=No

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
23	Foreign Exchange Student Indicator	121	1	121	String	A "Y" or "N" indicator that the student is a non-US citizen enrolled in a Foreign Exchange program.	Y=Yes; N=No
24	Special Education (SE) Indicator	122	1	122	String	A student with a disability or multiple disabilities, who, by reason thereof, receives special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individual Family Service Plan (IFSP), or service plan.	Y=Yes, the student is receiving special education services; N=No, the student is not receiving Special Education services; E=Exited, Student has exited services and is no longer receiving special education services. Exited students must have Special Education End Date; 2=Section 504 Status, A student with a disability or multiple disabilities, who is provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended; 3=Exited Special Education and placed in Section 504 Status. A student who has exited from special education services and is provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended. Exited students must have Special Education End Date.

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
25	Special Education End Date	123	8	130	Number	The eight-digit date (YYYYMMDD) a child with disabilities (IDEA) exited special education. Required if Special Education Indicator is E-Exited or 3-Exited Special Education and placed in Section 504 Status.	YYYYMMDD
26	Special Education Certificate Status	131	1	131	String	A "Y" or "N" indicator that the student's IEP indicates that the student is on track to receive an MD High School Certificate of Program Completion. For Students with a Special Education Indicator of "Y".	Y=Yes; N=No
27	English Learner (EL) Status	132	1	132	String	A student who has a primary or home language other than English and who has been identified as qualifying for ESOL services based on the English language proficiency screener. Y=Yes, Currently receiving ESOL services; includes students who refused ESOL services, and English Learners who moved out of the county while still receiving ESOL services. N=No, Not receiving EL services. E=Exited the ESOL program after meeting exit criteria. Exited students must have an English Learner Service End Date.	Y=Yes, Currently receiving ESOL services; includes students who refused ESOL services, and English Learners who moved out of the county while still receiving ESOL services. N=No, Not receiving EL services. E=Exited the ESOL program after meeting exit criteria. Exited students must have an English Learner Service End Date.

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
28	English Learner Entry into the US Date	133	8	140	Number	Eight-digit date (YYYYMMDD) when the student entered any U.S. school for the first time. The date cannot be in the future. Required if EL Status is Y-Yes or E-Exited.	YYYYMMDD
29	English Learner Service Begin Date	141	8	148	Number	The eight-digit date (YYYYMMDD) a student classified as an English learner began receiving ESOL services in any school in the U.S. EL Begin Date cannot be in the future. Required if English Learner Status is Y-Yes or E-Exited.	YYYYMMDD
30	English Learner Service End Date	149	8	156	Number	The eight-digit date (YYYYMMDD) a student classified as an English learner stopped receiving ESOL services in any school in the U.S. EL End Date cannot be in the future. Required if English Learner Status is E-Exited.	YYYYMMDD

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
31	English Learner ELA Assessment Exempt Status	157	1	157	String	English Learner ELA Assessment Exempt Status A “Y” or “N” indicator that the student receiving ESOL services in their first year of enrollment in a U.S. (not including Puerto Rico) school, is exempt from the PARCC English/Language Arts assessment and may substitute the required state assessment with the English Language Proficiency Assessment (ACCESS for ELs 2.0). English learners must be provided the PARCC English/Language Arts assessment beginning with their second year of enrollment in U.S. schools. ELs must be provided the PARCC Mathematics assessment regardless of how recently they entered the U.S. educational system.	Y=Yes; N=No

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
32	Foster Care Status	158	1	158	String	A "Y" or "N" indicator that the student is in foster care. Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the State, Tribal or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made. (45 C.F.R. § 1355.20(a)).	Y=Yes; N=No

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
33	Military Connected Indicator	159	1	159	String	<p>An indication that the student's parent or guardian is on Active Duty, in the National Guard, or in the Reserve components of the United States military services.</p> <p>Y=Yes, the student is military connected. The student is a dependent of a member of the Active Duty Forces (full-time) Army, Navy, Air Force, Marine Corps, or Coast Guard, National Guard or Reserve Forces (Army, Navy, Air Force, Marine Corps, or Coast Guard);</p> <p>N=No, the student is not military connected.;</p> <p>U=Unknown, it is unknown whether or not the student is military-connected.</p>	<p>Y=Yes, the student is military connected. The student is a dependent of a member of the Active Duty Forces (full-time) Army, Navy, Air Force, Marine Corps, or Coast Guard, National Guard or Reserve Forces (Army, Navy, Air Force, Marine Corps, or Coast Guard);</p> <p>N=No, the student is not military connected.;</p> <p>U=Unknown, it is unknown whether or not the student is military-connected.</p>
34	FILLER	160	33	192	Number		
35	Submission Date	193	8	200	Number	Eight-digit date (YYYYMMDD) when the file was submitted to MSDE.	YYYYMMDD



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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
36	MHSA Graduation Requirement - Math	201	2	202	String	An indicator of how the student met the Maryland High School Assessment graduation requirement in the particular content area	10=Met by passing MHSA; 11=Met through a Combined Score Option; 12=Met through completion of a Bridge Plan; 13=Met by passing a Substitute Test; 14=Met through participation requirement; 15=Exempt through the award of course credit for a transfer student; 16=Waived from requirements as an out-of-state/private school second-semester transfer; 17=Waived from MHSA requirements by the local superintendent; 18=MHSA not required for graduation; 30=MHSA not taken; 31=Failed MHSA

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
37	MHSA Graduation Requirement - ELA	203	2	204	String	An indicator of how the student met the Maryland High School Assessment graduation requirement in the particular content area	10=Met by passing MHSA; 11=Met through a Combined Score Option; 12=Met through completion of a Bridge Plan; 13=Met by passing a Substitute Test; 14=Met through participation requirement; 15=Exempt through the award of course credit for a transfer student; 16=Waived from requirements as an out-of-state/private school second-semester transfer; 17=Waived from MHSA requirements by the local superintendent; 18=MHSA not required for graduation; 30=MHSA not taken; 31=Failed MHSA

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
38	MHSA Graduation Requirement - Science	205	2	206	String	An indicator of how the student met the Maryland High School Assessment graduation requirement in the particular content area	10=Met by passing MHSA; 11=Met through a Combined Score Option; 12=Met through completion of a Bridge Plan; 13=Met by passing a Substitute Test; 14=Met through participation requirement; 15=Exempt through the award of course credit for a transfer student; 16=Waived from requirements as an out-of-state/private school second-semester transfer; 17=Waived from MHSA requirements by the local superintendent; 18=MHSA not required for graduation; 30=MHSA not taken; 31=Failed MHSA

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
39	MHSA Graduation Requirement - Government	207	2	208	String	An indicator of how the student met the Maryland High School Assessment graduation requirement in the particular content area	10=Met by passing MHSA; 11=Met through a Combined Score Option; 12=Met through completion of a Bridge Plan; 13=Met by passing a Substitute Test; 14=Met through participation requirement; 15=Exempt through the award of course credit for a transfer student; 16=Waived from requirements as an out-of-state/private school second-semester transfer; 17=Waived from MHSA requirements by the local superintendent; 18=MHSA not required for graduation; 30=MHSA not taken; 31=Failed MHSA
40	Bridge Project Status - Math	209	1	209	String	An indicator of how the student met the Maryland High School Assessment graduation requirement in the particular content area	E=Eligible; I=In-progress; C=Completed; N=Not Applicable;

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
41	Bridge Project Status - ELA	210	1	210	String	An indicator of the student's status on the Bridge Plan for Academic Validation in the specified content area	E=Eligible; I=In-progress; C=Completed; N=Not Applicable;
42	Bridge Project Status - Science	211	1	211	String	An indicator of the student's status on the Bridge Plan for Academic Validation in the specified content area	E=Eligible; I=In-progress; C=Completed; N=Not Applicable;
43	Bridge Project Status - Government	212	1	212	String	An indicator of the student's status on the Bridge Plan for Academic Validation in the specified content area	E=Eligible; I=In-progress; C=Completed; N=Not Applicable;
44	Met Local Graduation Requirements	213	1	213	String	"Y" or "N" indicator that the student met all local LSS requirements for graduation. This excludes the minimum COMAR requirements that students must meet in order to graduate with a Maryland High School Diploma: 1) credit; 2) service-learning; 3) Maryland high school graduation assessments.	Y=Yes; N=No

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
45	High School Program Completion Status	214	2	215	String	The two-digit code referring to a student's high school program completion	00=Non-completer; 01=Met USM Freshman Admission course requirements; 02=Met CTE Completer course requirements; 03=Met requirements for both 01 and 02; 04=Other completion not listed above Blank=Fields above are inappropriate for the student (e.g., the student is in 9th, 10th, or 11th grade)
46	CTE Concentrator	216	1	216	String	"Y" or "N" indicator that the student enrolled in a CTE Course at the Concentrator Course level for a CTE Completer Program. A concentrator course is the third course of a CTE completer program as identified, assigned and approved by the DCCR, MSDE.	Y=Yes; N=No
47	FILLER (CTE Completer populated by MSDE)	217	1	217	String		

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
48	Career and Technology Education CIP Code	218	6	223	String	Classification of Instructional Program (CIP) code. Include the six-digit code as designated by MSDE	CIP Code Blank=Valid value if CTE Concentrator is "N"
49	Technical Skills Assessment 1 (TSA) Result	224	1	224	String	A description of the student's results on the technical skills assessment	A=Attempted T=Attained N=Not Applicable
50	Technical Skills Assessment 1 (TSA) Code	225	6	230	String	The six-digit code assigned to the TSA by DCCR, MSDE	TSA Code Blank=Valid value if TSA Result is "N"
51	Technical Skills Assessment 2 (TSA) Result	231	1	231	String	A description of the student's results on the technical skills assessment	A=Attempted T=Attained N=Not Applicable
52	Technical Skills Assessment 2 (TSA) Code	232	6	237	String	The six-digit code assigned to the TSA by DCCR, MSDE	TSA Code Blank=Valid value if TSA Result is "N"
53	Technical Skills Assessment 3 (TSA) Result	238	1	238	String	A description of the student's results on the technical skills assessment	A=Attempted T=Attained N=Not Applicable
54	Technical Skills Assessment 3 (TSA) Code	239	6	244	String	The six-digit code assigned to the TSA by DCCR, MSDE	TSA Code Blank=Valid value if TSA Result is "N"

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
55	Technical Skills Assessment 4 (TSA) Result	245	1	245	String	A description of the student's results on the technical skills assessment	A=Attempted T=Attained N=Not Applicable
56	Technical Skills Assessment 4 (TSA) Code	246	6	251	String	The six-digit code assigned to the TSA by DCCR, MSDE	TSA Code Blank=Valid value if TSA Result is "N"
57	FILLER (Industry Certification populated by MSDE)	252	1	252	String		
58	Rigorous HS Indicator - Foreign Language	253	1	253	String	"Y" or "N" indicator that the student earned two or more credits in the same foreign language with a grade of B or better	Y=Yes; N=No
59	Rigorous HS Indicator - Math	254	1	254	String	"Y" or "N" indicator that the student earned at least one credit in mathematics at a level higher than Algebra II and Geometry with a grade of B or better	Y=Yes; N=No
60	Rigorous HS Indicator - Science	255	1	255	String	"Y" or "N" indicator that the student earned four science credits with a grade of B or better	Y=Yes; N=No



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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
61	Rigorous HS Indicator - Approved Adv. Tech Ed.	256	1	256	String	"Y" or "N" indicator that the student earned two or more credits of approved advanced technology education with a grade of B or better	Y=Yes; N=No
62	Rigorous HS Indicator - SAT	257	1	257	String	"Y" or "N" indicator that the student received a combined SAT score of 1,000 or greater	Y=Yes; N=No
63	Rigorous HS Indicator - ACT	258	1	258	String	"Y" or "N" indicator that the student received an ACT Composite score of 20 or better	Y=Yes; N=No
64	Rigorous HS Indicator - GPA	259	1	259	String	"Y" or "N" indicator that the student has a cumulative grade point average (GPA) of 3.0 or better on a 4.0 scale	Y=Yes; N=No
65	FILLER (Rigorous High School Program Indicators Met populated by MSDE)	260	1	260	Number		Y=Yes; N=No
66	Readiness for PS Success - AP	261	1	261	String	A score of 3 or higher on an Advanced Placement Exam	Y=Yes; N=No
67	Readiness for PS Success - IB	262	1	262	String	A score of 4 or higher on an International Baccalaureate Program Exam	Y=Yes; N=No

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
68	Readiness for PS Success - SAT	263	1	263	String	"Y" or "N" indicator that the student met a score on the SAT of 530 or higher in math and 480 or higher in ERBW	Y=Yes; N=No
69	Readiness for PS Success - ACT	264	1	264	String	"Y" or "N" indicator that the student received an ACT Composite score of 21 or better	Y=Yes; N=No
70	Readiness for PS Success - ASVAB	265	1	265	String	"Y" or "N" indicator that the student met the designated standard on the ASVAB examination	Y=Yes; N=No
71	Readiness for PS Success - Seal of Biliteracy	266	1	266	String	"Y" or "N" indicator that the student earned the "Seal of Biliteracy"	Y=Yes; N=No
<b>72</b>	<b>Readiness for PS Success - Apprenticeship</b>	<b>267</b>	<b>1</b>	<b>267</b>	<b>String</b>	<b>Indicator of the type of apprenticeship program the student completed</b>	<b>Y=Youth apprenticeship; O=Other apprenticeship training program approved by the Maryland Apprenticeship Training Council; N=None</b>
73	FILLER (Readiness for Postsecondary Success Indicators Met populated by MSDE)	268	2	269	Number		

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
74	Dual Enrollment - Participated	270	1	270	String	"Y" or "N" indicator that the student participated in a dual enrollment opportunity	Y=Yes; N=No
75	Dual Enrollment - Earned Credit	271	1	271	String	"Y" or "N" indicator that the student earned credit for a dual enrollment opportunity	Y=Yes; N=No
76	CCR Determination 11th Grade - Math	272	1	272	String	"Y" or "N" indicator that the student met the College and Career Readiness determination in Math at the end of their 11th-grade year	Y=Yes; N=No
77	CCR Determination 11th Grade - ELA	273	1	273	String	"Y" or "N" indicator that the student met the College and Career Readiness determination in ELA at the end of their 11th-grade year	Y=Yes; N=No
78	Transition Opportunity - Math	274	1	274	String	"Y" or "N" indicator that a student not designated CCR by the end of the 11th grade participated in a transition	Y=Yes; N=No
79	Transition Opportunity - ELA	275	1	275	String	"Y" or "N" indicator that a student not designated CCR by the end of the 11th grade participated in a transition opportunity in ELA	Y=Yes; N=No
80	Re-assessment - Math	276	1	276	String	"Y" or "N" indicator that a student not designated CCR by the end of the 11th grade completed a reassessment in Math	Y=Yes; N=No

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Element #	Data Element Name	Start	Length	End	Type	Definition	Permitted Values
81	Re-assessment - ELA	277	1	277	String	"Y" or "N" indicator that a student not designated CCR by the end of the 11th grade completed a reassessment in ELA	Y=Yes; N=No
82	CCR Determination 12th Grade - Math	278	1	278	String	"Y" or "N" indicator that the student met the College and Career Readiness determination in Math at the end of their 12th-grade year	Y=Yes; N=No
83	CCR Determination 12th Grade - ELA	279	1	279	String	"Y" or "N" indicator that the student met the College and Career Readiness determination in ELA at the end of their 12th-grade year	Y=Yes; N=No
84	Accountability Reporting School	280	4	283	String	The four-digit code assigned to the school for accountability (formerly AYP) reporting. Must be a valid school number for the reported academic year.	

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### End of Year Attendance File Layout

Table 10: Data elements and file layout specifications for the End of Year Attendance file.

Field Name	Start	Length	End	Type	Description
LSS Number	1	2	2	C	01-23, 30, 31, with leading zero
School Number	3	4	6	C	School Number with leading zero
State Assigned Student ID	7	10	16	C	State Assigned Student ID
Local Student ID Number	17	10	26	C	Locally Defined
Last Name	27	25	51	C	No punctuation
First Name	52	15	66	C	No punctuation
Middle Name	67	15	81	C	No punctuation
Generational Suffix	82	3	84	C	Jr, Sr, I, II, III, IV, V, VI, etc...
Preferred Name (OPTIONAL)	85	15	99	C	No punctuation
Date of Birth	100	8	107	C	YYYYMMDD
Grade	25	2	26	N	Grades 01-12, 91-96, with leading zero
Gender	31	2	32	N	01-02, with leading zero
Ethnicity	203	1	203	C	Y or N
Race	112	5	116	C	1-5
Homelessness Status	117	1	117	C	Y or N
Title I Indicator	118	1	118	C	Y or N
Free and Reduced Price Meals Indicator	119	1	119	C	F, R, or N
Migrant Indicator	120	1	120	C	Y or N
Foreign Exchange Student	121	1	121	C	Y or N
Special Education Services Indicator	122	1	122	C	Y, N, E, 2, 3
Special Ed End Date	123	8	130	N	YYYYMMDD
Special Ed Certificate	131	1	131	C	Y or N
EL Status	132	1	132	C	Y, N, or E
EL Entry into the US Date	133	8	140	C	YYYYMMDD
EL Service Begin Date	141	8	148	N	YYYYMMDD
EL Service End Date	149	8	156	N	YYYYMMDD

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Field Name	Start	Length	End	Type	Description
EL ELA Assessment Exempt	157	1	157	C	Y or N
Foster Care Status	158	1	158	C	Y or N
Military Connected Indicator	159	1	159	C	Y or N
Gifted and Talented	160	1	160	C	Y or N
Filler	161	32	192		
Submission Date	193	8	200	C	YYYYMMDD
Entry Status	201	2	201	C	R, N, E
Entry Code	202	2	203	N	01, 02, 06-10, 13-18, 21, 22, 24-27
Entry Date	204	8	211	N	YYYYMMDD
Days Attending	212	4	215	N	one implied decimal (000.0)
Days Absent	216	4	219	N	one implied decimal (000.0)
Days Not Belonging	220	4	223	N	one implied decimal (000.0)
Unlawful Days Absent	224	4	227	N	one implied decimal (000.0)
<b>Exit Status</b>	<b>228</b>	<b>2</b>	<b>228</b>	<b>C</b>	<b>T, W, C</b>
<b>Exit Code</b>	<b>229</b>	<b>2</b>	<b>230</b>	<b>N</b>	<b>10, 13-18, 21, 22, 24-27, 30-36, 38-44, 46, 50, 71, 60, 62, 70</b>
Exit Date	231	8	238	N	YYYYMMDD or zero
Promotion	239	2	240	N	00-02, with leading zero
TAS	241	1	241	C	Y or N
Homeless Primary Nighttime Residence	242	1	242	C	S, D, U or M
Homeless Served-McKinney	243	1	243	C	Y or N
Homeless Served-Other	244	1	244	C	Y or N
Homeless Unaccompanied Youth Status	245	1	245	C	Y or N
Immigrant	246	1	246	C	Y or N
Direct Certification	247	1	247	C	Y or N
MSDE Accountability School	248	4	251	N	Valid MSDE School number with leading zero

## **Appendix G: DCCR Career Programs and Grants Specialists**

Table 11: Career Programs and Grants Specialists in the Division of Career and College Readiness and associated region assignments.

<p><b>Pamela Clay</b> <b>410-767-0175</b> <a href="mailto:pamela.clay@maryland.gov">pamela.clay@maryland.gov</a></p> <p><b><u>Lower Shore Region</u></b></p> <p>Somerset County Public Schools Wicomico County Public Schools Wor-Wic Community College Worcester County Public Schools</p> <p><b><u>Upper Shore</u></b></p> <p>Caroline County Public Schools Chesapeake College Dorchester County Public Schools Kent County Public Schools Queen Anne's County Public Schools Talbot County Public Schools</p>	<p><b>Dean Kendall</b> <b>410-767-0164</b> <a href="mailto:dean.kendall1@maryland.gov">dean.kendall1@maryland.gov</a></p> <p><b><u>Baltimore City</u></b></p> <p>Baltimore City Public Schools System Baltimore City Community College</p> <p><b><u>Baltimore County</u></b></p> <p>Baltimore County Public Schools Community College of Baltimore County</p> <p><b><u>Carroll County</u></b></p> <p>Carroll County Public Schools Carroll Community College</p> <p><b><u>Frederick County</u></b></p> <p>Frederick County Public Schools Frederick Community College</p> <p><b><u>Susquehanna Region</u></b></p> <p>Cecil County Public Schools Cecil College Harford County Public Schools Harford Community College Western Maryland Region Allegany County Public Schools Allegany College of Maryland Garrett County Public Schools Garrett College Hagerstown Community College Washington County Public Schools</p>	<p><b>Barbara Poindexter Webb</b> <b>410-767-0185</b> <a href="mailto:barbara.webb@maryland.gov">barbara.webb@maryland.gov</a></p> <p><b><u>Anne Arundel County</u></b></p> <p>Anne Arundel Community College</p> <p><b><u>Howard County</u></b></p> <p>Howard County Public Schools Howard Community College</p> <p><b><u>Montgomery County</u></b></p> <p>Montgomery County Public Schools Montgomery College</p> <p><b><u>Southern Maryland Region</u></b></p> <p>Calvert County Public Schools Charles County Public Schools College of Southern Maryland St. Mary's County Public Schools</p> <p><b><u>Prince George's County</u></b></p> <p>Prince George's Community College</p>
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## **Appendix H: Listing of Staff in the Division of Career and College Readiness**

Tiara Booker-Dwyer, Assistant State Superintendent  
Miranda Hill, Administrator to the Assistant State Superintendent

Marquita Friday, Director of Career Programs  
Charles (Scott) Nichols, Acting Coordinator Career Programs, STEM, and Computer Science  
Charles (Chuck) Wallace, Coordinator of Career Programs and Student Organizations  
Michelle Brownson, Management Associate  
Jennifer Griffin, Career Programs and Apprenticeship Specialist  
Elissa Hozore, Computer Science Specialist  
Kent Seufferer, Career Programs and Student Organization

Nina Roa, Director of Finance and Legislation for Career Programs  
Traci Verzi, Coordinator of Finance and Legislation for Career Programs  
Dean Kendall, Career Programs and Grants Specialist  
Barbara Poindexter Webb, Career Programs and Grants Specialist  
Pam Clay, Career and Technical Education Associate – Eastern Shore

Nicassia Belton, Ed.D., Director of Data and Accountability for Career Programs  
Katherine Stewart, Ph.D., Acting Coordinator of Data and Accountability for  
Career Programs China Wilson, Ph.D., Equity and Civil Right Compliance Specialist

### **Office of Leadership Development and School Improvement**

Ed Mitzel, Executive Director of Leadership Development and School Improvement  
Lori Ellis, Ed.D, Coordination of Leadership Development  
Laura Liccione, Coordinator of Academic Improvement  
Morrall Thompson, Coordinator of Systematic Improvement  
Anders Alicea, Instructional Transformation Specialist  
Tara Corona, Continuous Improvement Specialist  
Felicia Lanham Tarason, Ed.D., School Leadership Support Specialist  
Mary Minter, Ed.D., School Leadership Support Specialist  
Thomas Fingado, Leadership Effectiveness Consultant