

# Secondary CTE Enrollment Data File Format: 2023-24 Reporting Year

**Submission Deadline: July 31, 2024**

This file format is **only for secondary CTE programs approved for high school level students**. **Do not** use it to report students in middle school or postsecondary level CTE programs. Please contact CCCS if you are unsure about the difference between CTE program approval levels and which students to report within them.

## Contents (Ctrl + click on a title to go to that section in this document)

Secondary Enrollment General Instructions

[How to Determine Which Students to Report and How to Report them](#_How_to_Determine)

Secondary Enrollment File Format
Secondary Enrollment Frequently Asked Questions (FAQ)

## Secondary Enrollment General Instructions

Please read all instructions carefully *before* starting your file—this will save you time, limit frustration, and assure more accurate data reporting.

* Access to the Data Collection section of the [Colorado CTE Gateway](https://coloradocte.com/) (https://coloradoCTE.com) is granted by the district’s primary CTE contact by assigning the ‘DC – Student Record’ permission on a user profile. If you need access, reach out to your district’s primary CTE contact.(AKA Power User)
* A helpful reporting resource in your district would be those who are familiar with the End of Year (EOY) submission process, as we rely on many of the same fields.
* To report the data, you can **either upload a completed spreadsheet or use the manual entry method** on the website. We recommend the manual entry method if there are fewer students to report; otherwise, we recommend the file upload method.
* Check the reporting year listed at the top of this document to make sure you are using the correct documentation. You can download the current enrollment template and file format guidance in the Data Collection>Enrollment section of ColoradoCTE.com.
* You should review the [Data Reporting section of the Administrator's Handbook](http://coloradostateplan.com/administrator/administrators-handbook/) at coloradostateplan.com for more details on reporting enrollment, follow-up, and active teacher data.
* Build your Excel file of student records according to the table in the “Enrollment File Format Section” below. Fields in the table below must be in the same order in row 1 of your Excel file which must also contain the column headers listed even if they are optional fields (exact same spelling for each header). You can also download an empty Excel starter file from the Enrollment page on ColoradoCTE.com. **We recommend starting with the empty starter file every year to avoid any confusion.**
* **It is extremely important that you provide accurate and complete student demographic information for all student records.** Accountability mandates require that we perform data matching of the records that you provide with CDE (Colorado Department of Education) and other state and federal agencies. If records cannot be matched because of incorrect information, **your program approval and/or funding could be jeopardized.** The data you report is also subject to audits conducted by our office, the state, or by federal auditing agencies.
* **Race/Ethnicity:**
	+ You must report the same race and ethnicity data on students that you report to CDE for October count and End of Year reporting.
	+ In the table below you will see that you must report the ethnicity in the “Hispanic” field for *all* records (refer to the codes for a yes or no). In addition, you must also report a non-zero code for *at least one* (you may pick more than one) Race from the five Race fields: “American Indian”, “Asian”, “Black”, “White”, or “Pacific Islander” for **all** records. Thus, even if you report that a student is Hispanic for the ethnicity, then you also have to pick at least one race.
* **The state assigned SASID/RITS ID is required for ALL secondary school student enrollment records.** This is the unique 10-digit ID number that CDE assigns to every K-12 student when they enter the Colorado public education system. You can find a student's SASID by first contacting your district office. Every public school district in Colorado has a SASID contact person. If for some reason, you still cannot locate this contact person for your district, then you may contact CDE staff in Data Services at 303-866-6612.
* You should use the same first name, middle name, last name, and date of birth in this enrollment file that you report to CDE. This will greatly facilitate the mandated data matching processes mentioned above.

## How to Determine Which Students to Report and How to Report them

* Student records that you should include in your *secondary* enrollment file **should meet the following criteria**:
	+ They were **enrolled** in a high school level (secondary) CTE program during the 23-24 school year. **All enrolled students, regardless of whether they meet the definition of participant, concentrator, or completer below, should be included in your student file**.
	+ They received transcriptable credit for courses taken.
	+ The coursework was taught by an appropriately credentialed instructor. If the student took courses taught within a single CTE program by a mix of credentialed and non-credentialed instructors, you can only count those taken by credentialed instructors.
* Once you have determined which student records to include in your Excel file based on the previous bulleted items, then mark each student record as:
	+ A **participant** if they are a secondary student who has earned credit for one (1) or more courses within a CTE program, where course is defined as one Carnegie Unit of credit. This could be a student who has completed at least one year-long course, a student who has completed two semester-long courses, or any equivalent.
	+ A **concentrator** if they are a secondary student who has reached the point this reporting year of earning credit for two (2) or more Carnegie Units within a pathway in your CTE program approval. Typically, one Carnegie Unit is the equivalent of one year-long course, so a concentrator will likely be a student who has completed at least two years of the CTE program.
		- All **concentrators** would also be flagged as a **participant**, since they have exceeded the participant threshold.
	+ A **completer** if they have reached the point this reporting year of completing all or 100% of the requirements of **at least one** **completer pathway** as defined in your program approval. If there is flexibility in the pathway, where two or more courses are options for the same level of content, the student has to reach the point this reporting year of completing a course that satisfies each option.
		- All **completers** would also be flagged as a **participant and concentrator**, since they have exceeded both thresholds.

*The following section contains guidance for unique situations you might encounter when determining participants, concentrators, and completers:*

* + - **You should use cumulative credits earned over time in a single CTE program to determine the concentrator and completer status.** For example, if John Smith took one year-long course in the Agriculture program as a sophomore and then another year-long course in the Agriculture program at a higher level this reporting year as a junior, and the two total courses make up a complete approved pathway in the program, then John should be marked as a participant, concentrator, and completer this reporting year.

In addition, even if John Smith was a concentrator in one pathway in the Agriculture program in a previous year, he should be counted again in the enrollment file if he takes additional courses within the Agriculture program approval. You may count courses earned in the previous years toward more pathways for each year that John Smith is enrolled.

* + - If Jane Smith was enrolled in course(s) in the Welding program at High School A and then transfers and completes a course within the Welding program at High School B, and the total courses constitute a pathway for both Welding programs, then give Jane a record at High School B only (where she achieved concentration status). Do not give her a record in the program at High School A. This will be the most advantageous way to report for the programs.
* You should report only **one record per student per program per school**. Thus, if John Smith was enrolled in a Business program, an Agriculture program, and a Health Sciences program all at Lincoln High School, then provide 3 total records in your enrollment submission--one record for each of the programs he was enrolled in. Note that each of the programs must have a separate program approval with its own five-digit program ID and CIP ID. **You cannot report students in the enrollment file by course**. If your file has multiple records for a student in the same program at the same school, then you will receive an error during the validation process and you will have to remove those extra records.
* **We recommend that you submit a single file of all enrollment records for all programs at a single school.** You may submit a separate file of enrollment records for each program at a single school, or you may submit a single file of enrollment records for all programs at a single school. **Do not** submit separate files of enrollment records within a single program (reporting by instructor for instance). It is also much more time efficient to format and validate one file per school rather than multiple files for different programs per school. You may resubmit files, which will update previously uploaded data, but will not remove students previously reported, so please check your files before uploading. **To DELETE a student who was uploaded or added in error, you will need to go into the individual student record and select delete. Simply removing a student from the spreadsheet will not delete a student.**
* There are no specific requirements for filenames, but it is suggested that you name the file in such a way that it can be clearly distinguished from any other files that you upload, e.g. <schoolname>\_<year>.xls, or if submitting files per program, include something to distinguish one file from another.
* **To upload an Excel enrollment file** simply log into the [Colorado CTE Gateway](https://ColoradoCTE.com) (ColoradoCTE.com) and go to the Data Collection>Enrollment section. Click on the upload file button for secondary enrollment and follow the onscreen instructions. **Do not email or mail your data file(s) to CCCS**! This is private student information! The website upload is the most secure data transfer method. You must have a user log-in and the ‘DC – Student Records’ user permission to access this part of the site. Your district’s primary CTE contact can assign user access.
* When you upload a file and there are errors, it will not import—instead, you will see an onscreen error log of the first 10 errors, as well as receive an email with the error list. **Your file will not be accepted for import until *all* errors are corrected.**
* Check the CTE Gateway student enrollment section the **next day** after the upload was submitted successfully to ensure that records were accurately processed into the database. This is a critical step as the uploaded files are placed into a secure holding container until an electronic process occurs overnight to insert them into the database. **Do this prior to certifying the data submission is complete.** It is your responsibility to confirm the accurate submission of your entity’s records.
* CCCS has no way of knowing if the data you report in the enrollment submission is complete and accurate at the time you report it. It is your responsibility to ensure that it is complete and accurate. **The data cannot be changed later on if you have reported it incorrectly**. **Therefore, it is critical that you review it for accuracy before submission.** You are strongly encouraged to have your teachers review the data before submission because they are the ones that often can find errors in the students reported. You should also review your submission on the website and through the reports a final time once you believe you are finished entering the data BEFORE certifying the completeness of the district’s submission. **Once you select SAVE, the data is locked for the entire district.**
* You should keep a copy of your Excel file(s) for your own records, **plus you should keep any source data you used to create it** just in case you need to refer back to it. CCCS mandates that you keep records for seven years for audit purposes.
* For questions you may contact cte@cccs.edu.

## Secondary Enrollment File Format

*\*\*\*Required fields will error if blank. File will error if columns missing.\*\*\**

| **Column****Header****(Row 1 of your Excel file.****Must match exactly)** | **Is Data Required or Optional?** | **Field Coding** | **Field Length****(Number of characters)** |
| --- | --- | --- | --- |
| ProgramLevel | **Required** | The level of the approved program **Secondary=1** | 1 |
| SchoolYear | **Required** | The school year is the last two digits of the spring year of the school year. List 24 for a student in the 2023-2024 school year. | 2 |
| HomeCDE\_ID | **Required** | The 4-digit **CDE school code** for the student’s school of primary academic enrollment (not primary CTE program enrollment). *Note*: This may be the same school where the CTE program is approved or it may be a different school. The next field below, CDE ID, is the school where the CTE program is approved. | 4 |
| CDE\_ID | **Required** | The **4-digit CDE school code, for** **the school where the CTE program is approved**.Every CTE program is officially approved for a specific school. **This school code is shown in your program list on the Enrollment page of ColoradoCTE.com** | 4 |
| CIP | **Required** | 6-digit CIP code. No dots or dashes.**This is shown in your program list on the Enrollment page of ColoradoCTE.com** | 6 |
| ProgramID | **Required** | 5-digit Program (base) ID (**NOT Program Instance ID**)**This is shown in your program list on the Enrollment page of ColoradoCTE.com** | 5 |
| SASID | **Required** | The 10-digit Colorado Department of Education student ID. Also called the RITS ID, CDE ID or State ID.**This number must accurately match the number submitted to the CDE!** | 10 |
| FirstName | **Required** | Two words separated by a space is okay. You will get errors for punctuation characters such as apostrophes, hyphens, or consecutive spaces. This should be the same first name that was reported to CDE by the school district. | 50 |
| MiddleName | *Optional* | Two words separated by spaces are okay. You will get errors for punctuation characters such as apostrophes, hyphens, or consecutive spaces. This should be the same middle name that was reported to CDE by the school district. | 50 |
| LastName | **Required** | Two words separated by a space is okay. You will get errors for punctuation characters such as apostrophes, hyphens, or consecutive spaces. This should be the same last name that was reported to CDE by the school district. | 50 |
| DOB | **Required** | Either MMDDYYYY with no slashes or hyphens (Ex. 09172005) or mm/dd/yyyy format (Ex. 9/17/2005). The format for all dates in the file must be the same. Do not mix formats. | 8-10 |
| Sex\*There is not currently a non-binary option.\* | **Required** | * **1** = Female
* **2** = Male

This should be the same sex as was reported to CDE. | 1 |
| Grade | **Required** | * **070** = Grade 7
* **080** = Grade 8
* **090** = Grade 9
* **100** = Grade 10
* **110** = Grade 11
* **120** = Grade 12
* **SPU** = Special or Ungraded – Does not fit categories above

**Note:** Report the grade level that is reported for the student to CDE. | 3 |
| Phone | *Optional* | 10 digits, **no hyphens or parenthesis**. The primary purpose of the phone number is to aid your school during the Follow-up process so that you have a number to contact program concentrators. | 10 |
| Email | *Optional* | Provide if you wish to use email to contact students for the Follow-up process. | 50 |
| Hispanic | **Required**  | **Hispanic or Latino Ethnicity:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”* **0** = Non-Hispanic
* **1** = Hispanic

**Note:** *If you answer Non-Hispanic for this ethnicity field, then you must pick at least one of the following 5 race fields below. If you answer Hispanic for this ethnicity field, then you must still pick at least one of the following 5 race fields below.* | 1 |
| AmericanIndian | **Required** | **American Indian or Alaska Native Race:** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.* **0** = Not American Indian
* **1** = American Indian
 | 1 |
| Asian | **Required** | **Asian Race:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.* **0** = Not Asian
* **1** = Asian
 | 1 |
| Black | **Required** | **Black or African American Race:** A person having origins in any of the Black racial groups of Africa.* **0** = Not Black
* **1** = Black
 | 1 |
| White | **Required** | **White Race:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa* **0** = Not White
* **1** = White
 | 1 |
| PacificIslander | **Required** | **Native Hawaiian or Other Pacific Islander Race:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.* **0** = Not Pacific Islander
* **1** = Pacific Islander
 | 1 |
| LimitedEnglish | **Required** | * **0** = Proficient in the English language / unknown
* **1** = Student has limited English proficiency

Student was not born in the United States or whose native language is a language other than English; or is a Native American or Alaska Native or is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or is migratory and whose native language is other than English, and who comes from an environment where a language other than English is dominant; and (2) has sufficient difficulty speaking, reading, writing, or understanding the English language, and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. | 1 |
| IEP | **Required** | * **0** = Student **does not** have an active IEP
* **1** = Student has an active IEP
 | 1 |
| Active504 | **Required** | * **0** = Student **does not** have an active 504
* **1** = Student has an active 504
 | 1 |
| Disadvantaged | **Required** | * **0** = Student **is not** economically disadvantaged and/or student **is not** eligible for the Free and Reduced Lunch program
* **1** = Student is economically disadvantaged and/or student is eligible for the Free and Reduced Lunch program

You must provide a valid answer to this question. If staff at your school or district inform you that they cannot provide [Free and Reduced Lunch data, then please refer them to this memorandum](https://ve135.cccs.edu/docs/CCCS_memo_FRLunch.pdf). **This memo is valid indefinitely.** | 1 |
| MigrantStudent | **Required** | * **0** = Student **was not** reported to CDE as a migrant student or status is unknown
* **1** = Student was reported to CDE as a migrant student
 | 1 |
| HighSchoolGraduate | **Required** | * **0** = Student **does not** fit categories below
* **1** = Student **did** receive a high school diploma this year
* **2** = High School **senior did not** receive a diploma this year; will be continuing for a 5th year
* **3** = High School **senior did not** receive a diploma this year; will be continuing for a 6th year
 | 1 |
| WBLProgram Quality Measure for Perkins V | **Required** | * **0** = Student **has not** experienced any of these
* **1** = Student **has** experienced at least one of these

Student has experienced any of the following Work-based Learning as part of this CTE program:* Industry sponsored project
* Supervised entrepreneurship experience (e.g., school-based enterprise managed by students)
* Credit-for-work experience
* Clinical experience
* Internship
* Pre-apprenticeship
* Apprenticeship
 | 1 |
| RegisteredApprenticeship | **Optional for 23/24** | * 0 = Student did **not** participate in a Registered Apprenticeship as a part of this program
* 1 = Student did participate in a Registered Apprenticeship as a part of this program

If WBL is “no” or ‘0’, then RegisteredApprenticeship should also be “0”. | 1 |
| SecondaryCert | **Optional for 23/24** | * 0 = Student did **not** receive an industry certificate/certification as a part of this program
* 1 = Student received industry certificate(s)/certification(s) that is/are on the CDIP list
* 2 = Student received industry certificate(s)/certification(s) that is/are **not** on the CDIP list
* 3 =Student received industry certificates/certifications that are both on and not on the CDIP list
 | 1 |
| WBLtype | **Optional for 23/24** | If student has experienced multiple kinds of Work-based Learning, select the highest level out of the following experiences that the student had that school year.* 0 = Student did **not** experience any work-based learning as part of this program.
* 1 = Student did an industry-sponsored project
* 2 = Student did a supervised entrepreneurship experience (e.g., school-based enterprise managed by students)
* 3 = Student did a credit-for-work experience
* 4 = Student did a clinical experience
* 5 = Student did an internship
* 6 = Student did a pre-apprenticeship
* 7 = Student did an apprenticeship

If WBL is “no” or ‘0’, then WBLType should also be “0”. | 1 |
| ParticipantDefinition changed starting in 19/20 academic year per Perkins V | **Required** | * **0** = Student **has not** reached participant status this year
* **1** = Student has reached participant status this year

**Participant Status:** A participant is a secondary student who has completed one (1) or more Carnegie Units within a CTE program pathway as defined in the program approval documentation. Typically, one Carnegie Unit is the equivalent of one year-long course, so in most cases a student will be a participant after completing one year-long course or two semester-long courses within the program.  | 1 |
| ConcentratorDefinition changed starting in 19/20 academic year per Perkins V | **Required** | * **0 =** Student **has not** reached concentrator status this year
* **1** = Student has reached concentrator status this year

**CTE Concentrator Status:** A secondary student who has completed two (2) or more Carnegie Units within a CTE program as defined in the program approval documentation. Typically, one Carnegie Unit is the equivalent of one year-long course, so in most cases a student will be a concentrator after completing two year-long courses within the program. We recognize that different schools may operate courses by semester, trimester, hexter, etc. and award differing credit amounts, so calculate Concentrator as the equivalent of two Carnegie Units or the equivalent of 240 contact hours.**Note:** Accumulated credits completed in previous years within the same CTE program should be counted toward the current reporting year. You should consult your CTE program approval for the course requirements. This field is not limited to a specific grade level. **If you counted a student as a concentrator, you will also count them as a participant**.*See the bulleted instructions section above in this document for more explanation about this field.*  | 1 |
| Completer | **Required** | * **0** = Student **has not** reached completer status this year
* **1** = Student has reached completer status this year

**Completer Status:** A secondary student who has reached the point this reporting year of completing all or 100% of the requirements of at least one pathway sequence as defined in your program approval.**Note:** Accumulated credits completed in previous years within the same CTE program should be counted toward the current reporting year. You should consult your CTE program approval paperwork for the credit requirements needed for completer pathways. This field is not limited to a specific grade level and a student does not have to graduate high school to be considered a program completer. **If you mark a student as a completer then also mark them as a participant and concentrator**.*See the bulleted instructions section above in this document for more explanation about this field*. | 1 |
| InstructorID | *Optional* | First 3 characters of instructor’s last name. Example: Mr. Smith becomes SMI.**Note:** This optional field is used for report sorting or for the Follow-up process at your institution for next year. **Only one teacher can be recorded per student per program**. **We do not collect enrollment by course.** | 3 |
| NOTE ABOUT CTE GATEWAY FILE TEMPLATE |  | Additional fields are “hidden” in the template if you download it from the website. If you format or expand columns as you work on your file in preparation to upload, make sure to re-hide these additional columns before you upload so that they do not cause an error. **Additional columns are not permitted (even if “hidden”) in the file or they could cause an upload error.**  |  |

**End of File Format Section**

## Secondary Enrollment Frequently Asked Questions (FAQ)

**Screenshot of Secondary Enrollment Starter file (not all columns are displayed)**



1. Why are there bold and italics in the column headers in the file when I download a file format template or student list?
	* The student file column headers are encoded as follows:
* **Bold** fields are required during the upload process.
* *Italic*fields are optional and will be reported where available.
1. Why is there a little green triangle in the upper left corner of some of the cells in my Excel spreadsheet?
	* The little green triangle (see screenshot above) indicates that there is text data in a numeric field. Excel automatically determines what type of data is in a column by looking at the first few lines of data. If the data is all numbers, then Excel assumes that the entire column is numeric. If the first few lines contain dates, then Excel assumes that the entire column contains dates. If the first few cells contain non-numeric text, then Excel assumes that the entire column contains text data. You can override this behavior by formatting the cells as **text** or by preceding the data in the cell with a single apostrophe (‘). If you do this, then the green triangle appears.
2. Why do leading zeros disappear in the Excel spreadsheet?
* This is related to the discussion in 2 above. In numeric fields, leading zeros are always removed by Excel. To get the leading zero to appear you have to either format the cell as text or prepend a single apostrophe to the number in the cell, e.g. enter ’090 in a cell instead of just 090. **If you do not wish to retype values in cells manually in order to retain leading zeros**, [follow the directions here](https://www.techwalla.com/articles/how-to-add-leading-zeros-in-excel) to convert entire columns in just a few quick steps to the correct, consistent text format***.***
1. Why does the error report say that various fields have no value found but when I look in the spreadsheet there is a value there?
	* This is closely related to the items above. If you, for instance, download the active teacher report in order to add more records to it, the data in the downloaded Excel file will generally be formatted as text. Hence numeric fields such as Program ID will be numbers formatted as text and will appear with the green triangle in the upper left corner of each cell. If you add more records and put numeric data in (no green triangle in the cell, no apostrophe preceding the value in the cell) then the validator cannot read that data. Excel looks at the first few lines, determines that the column contains text and then cannot read the numeric data you added in later rows. This works (or fails to work as the case may be) conversely as well. If you download the starter file there is no data in it. If you put numeric values in the first few rows of data then add rows with text data in the numeric columns, the validator will be unable to read the differently formatted data. The main point of this is that **all the fields in any given column must be the same type – either text or numeric**.
2. Do I have to put leading zeros into fields such as CDE ID and Program ID?
	* That depends. The data file format above shows leading zeros required in CDE\_ID, CIP, and ProgramID. If you are modifying or adding records in a file that already has data in it with leading zeros (see the discussion above) then you must format your new data to match what is already in the file. So if you download the Follow-up Student list and it has, for example, 01122 for program ID, then any rows you add or modify should have the leading zeros or you may get the error described in 5 above. If you are starting with an empty file then it is not necessary to put leading zeros in any of the fields – the validation process will put them in for you.
3. Why can’t I use a normal date in the DOB field?
	* You can if *all* the dates are normal dates. The validator will accept dates in the format such as 1/5/2008 if all the dates in the column are done the same way. All dates should either be the eight-character string such as 03302008, or all should be normal dates such as 3/30/2008.

**End of FAQ**