2025-2026 Student Interchange: Student Demographic

Student Demographic File Purpose:

The purpose of the Student Demographic (DEM) file is to capture and verify the attributes of a student while they attended your Local Education Agency (LEA) in the current school year.

Dependencies:

Student has an assigned SASID and up to date RITS record.

Record Expectation:

In the Student Interchange—Student Demographic file, the LEA should submit 1 record per student per LEA for any student who enrolled at any point in the current school year.

Use Summary:

Fields from this file are used in the following CDE Collections, which require LEA/AU effort.

Student October, Student End of Year, Student Attendance, Student Discipline, Special Education December Count, Special Education End of Year, Special Education Discipline, Assessment SBD WIDA ACCESS for ELLs, Assessment SBD PSAT/SAT, Assessment SBD CMAS and CoAlt, Assessment SBD DLM, READ Spring Assessments, Teacher Student Data Link Snapshot

File Notes:

- New changes from 2024-2025 are emphasized with yellow shading.
- *Indicates primary key
- **Zero fill all non-applicable data fields**
- A header row is required for .csv and .xlsx files

All references to Local Education Agency (LEA) include district, BOCES, and CSI.

Mandatory
FORM # DMC-106
EDAC REVIEWED
03/21/2025 for 2025-2026
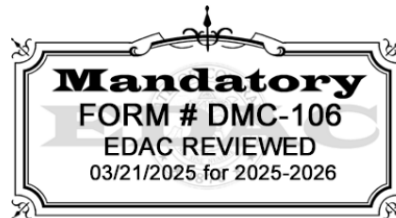
Data Field List:

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
*School District/BOCES Code	4	1	4	1	A2	0000	
*Student's State ID (SASID)	10	5	14	2	B2	0000000000	
Local ID (LASID)	10	15	24	3	C2	0000000000	Can be zero-filled if NA
Student's First Name	30	25	59	4	D2	Valid name	
Student's Middle Name	30	60	89	5	E2	Valid name	'NMN' for students that do not have a middle name
Student's Last Name	30	90	124	6	F2	Valid name	
Student's Gender	2	125	126	7	G2	01,02	
Student's Date of Birth	8	127	134	8	H2	12312013	Format is MMDDYYYY
Student's Ethnicity: Hispanic or Latino	1	135	135	9	I2	0	
Student's Race: American Indian or Alaska Native	1	136	136	10	J2	0	
Student's Race: Asian	1	137	137	11	K2	0	
Student's Race: Black or African American	1	138	138	12	L2	0	
Student's Race: White	1	139	139	13	M2	0	
Student's Race: Native Hawaiian or Other Pacific Islander	1	140	140	14	N2	0	
Free/Reduced Lunch Price Eligible	2	141	142	15	O2	00	
Free Lunch Eligibility Identification	1	143	143	16	P2	0	Added in response to House Bill 22-1202 in 2023-2024
Section 504 Having a Disability	1	144	144	17	Q2	0	
Immigrant	1	145	145	18	R2	0	
Language Background	3	146	148	19	S2	eng, spa, or vie	
Primary Disability	2	149	150	20	T2	00	
Attends District Funded HSED Program	1	151	151	21	U2	0	
Homeless	1	152	152	22	V2	0	
Cause of Housing Crisis	2	153	154	23	W2	00	Added 5/20/2020 in response to COVID-19

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Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
Additional Cause of Housing Crisis	2	155	156	24	X2	00	Added 5/20/2020 in response to COVID-19
Primary Nighttime Residence	2	157	158	25	Y2	00	
Language Proficiency	1	159	159	26	Z2	0	
Language Instruction Program	2	160	161	27	AA2	00	
Special Education Transition	1	162	162	28	AB2	0	
Alternate Assessment Participant	1	163	163	29	AC2	0	
Military Connected (Students whose parent(s) or guardian(s) are active-duty military or full-time National Guard duty.)	1	164	164	30	AD2	0	
Military Enlisted (Student who has or will enlist in the military.)	1	165	165	31	AE2	0	Added 1/15/2020

Data Field Descriptions:

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

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

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

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

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

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

Student's Gender

An individual's sex.

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

Student's Date of Birth

The month, day, and year in which an individual was born (i.e., 04101995).

Student's Ethnicity: Hispanic/Latino

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino." A student marked '1' Yes-Hispanic or Latino must also have one race field marked as '1'.

Code	Description
0	**No** – Not Hispanic or Latino
1	**Yes** – Hispanic or Latino

Student's Race: American Indian or Alaska Native

A person having origins in any of the original peoples of North or South America (including Central America), and who maintains a tribal affiliation or community recognition.

Also includes:
- Central American Indian groups (e.g., Mayan)
- South American Indian groups (e.g., Taino)
- North American Indian groups (e.g., Navajo)
- Alaska Native groups (e.g., Yupik)

Code	Description
0	**No** – Not American Indian or Alaka Native
1	**Yes** – American Indian or Alaska Native

Student's Race: Asian

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

Code	Description
0	**No** – Not Asian
1	**Yes** – Asian

Student's Race: Black or African American

A person having origins in any of the Black racial groups of Africa.

Code	Description
0	**No** – Not Black or African American
1	**Yes** – Black or African American

Student's Race: White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Code	Description
0	**No** – Not White
1	**Yes** – White

Student's Race: Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

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

For additional information regarding the ethnicity and race reporting categories please visit the CDE Race and Ethnicity webpage.

Free/Reduced Lunch Price Eligible

Student meets the federal eligibility criteria for free or reduced lunch price. Eligibility may be documented using one of the following methods:

- Direct Certification
    - Categorical Eligibility (can extend eligibility to other household members):
        - Medicaid (Free or Reduced)
        - SNAP - Supplemental Nutrition Assistance Program
        - TANF - Temporary Assistance for Needy Families
        - FDPIR - Food Distribution Program on Indian Reservations
    - Other Source Categorical Eligibility (LEA lists, student specific eligibility):
        - Migrant
        - Homeless

- - Runaway
  - Foster
  - Head Start documented participation
- Application for Free and Reduced-Price Meals
- Family Economic Data Survey form
- Combo Application (Application for Free and Reduced-Price Meals and Family Economic Data Survey form)

LEAs should upload student enrollment data into the Colorado Nutrition Portal as much as possible to maximize the number of students that may be eligible for free or reduced-price meals. For uploading instructions visit this webpage.

For specific guidelines in meeting the criteria for free/reduced lunch price, refer to the School Nutrition Unit-Free and Reduced-Price Processes web page, Rules for the Administration of the Public-School Finance Act, and the School Auditing Office's At-Risk/Free Lunch Count Audit Resource Guide. School Meal Eligibility Website

During the Student October Collection for students to be reported as free/reduced lunch price eligible, the student should be identified as qualifying as of the Student October Count date by one of the methods listed above. In absence of current year documentation, an LEA may carry over prior year eligibility through the count date of the current school year.

For guidance on carryover for school nutrition purposes, see the School Meal Eligibility website.

Note:
Eligibility must be reported as appropriate for each individual student. This is true even if a school participates in the Community Eligibility Provision (CEP) or Provision 2, does not provide a lunch program, or does not participate in federal child nutrition programs. LEAs and schools participating in Healthy School Meals For All will conduct certification and benefit issuance operations as usual, unless also implementing the Community Eligibility Provision. For more information on Provisional Programs and how it impacts At-Risk, visit this webpage.

Code	Description
00	Not Eligible (Paid Lunch)
01	Free Lunch Eligible
02	Reduced Lunch Eligible

Free Lunch Eligibility Identification

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

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

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

Section 504 Having a Disability

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

Code	Description
0	No
1	Yes

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

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

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

Code	Description
0	No
1	Yes

Important items to note about immigrants:

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

For more information regarding Immigrant students, please visit the Federal Program's Title 3 Immigrant Set-Aside Webpage.

Multilingual Learner

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

- Multilingual Learners speak a language other than English and do not comprehend or speak English,
- Multilingual Learners who comprehend or speak some English but whose primary comprehension or speech is in a language other than English,
- Multilingual Learners who comprehend and speak English and one or more other languages but whose English Language Development and comprehension is: at or below the mean of students enrolled in the local education provider or below the mean or equivalent on a nationally standardized test; or below the acceptable proficiency level based on the assessments identified by the Department pursuant to section 22-24-106 (1) (a)
- Multilingual Learners are represented by their English language proficiency in speaking, listening, reading, and writing
- Multilingual Learners are also referred to as Multilingual Learners. For more information about this terminology and when each are used, please see the Multilingual Learner (ML) Dear Colleague Letter on the CLDE website.

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

For the Student End of Year (SEY) Collection:
Student End of Year for Multilingual Learners is a summation of the school year, not a reporting of the status of the student for the next year. If a student is reported as NEP or LEP in Student October and/or takes the WIDA/ACCESS (Kindergarten ACCESS, ACCESS of ELLs, Alternate ACCESS) English language proficiency test, then that student should be reported as NEP or LEP in the Student End of Year collection.

Language Background

This field captures the home language of the student as reported on a Home Language Survey (HLS). Any student, who has a language proficiency code of Non-English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other Than English (PHLOTE), or Former English Learner (FELL), must have a language background other than English (ENG). The list of active and inactive language codes can be found here.

Coding ASL (American Sign Language)

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

Primary Disability

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

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

Attends District Funded HSED Program

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

Code	Description
0	No
1	Yes

Homeless

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

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks, or camping grounds is due to lack of alternative adequate housing.
- Living in emergency or transitional housing.
- Abandoned in hospitals.

- Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
- Migratory children who qualify as homeless because they are living in circumstances described above.

Notes:

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

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

Cause of Housing Crisis

The primary cause behind a student being homeless. The Homeless field must be marked Yes ('3' or '4') to use a code other than N/A ('00').

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

Additional Cause of Housing Crisis

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

Code	Description
00	N/A
01	Eviction/Foreclosure/Cannot afford housing

Code	Description
02	Household/Domestic Factor
03	Loss or decrease in income/Loss of job/Seasonal Employee
04	Natural Disaster
05	Pandemic
99	None of the above

Primary Nighttime Residence

According to the McKinney-Vento Homeless definition, indicate which of the following best describes the student's current living situation. The Homeless field must be marked Yes ('3' or '4') to use a code other than N/A ('00').

Code	Description
00	N/A
01	Shelters/Transitional Living
02	Doubled Up due to Economic Hardship
03	Unsheltered (Cars, Parks, Campgrounds)
04	Hotels/Motels

Language Proficiency

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

Notes:

- Multilingual Learners (MLs) must have an English Proficiency rating entered (1, 2, 6, 7, 8, 9) and non-ML students must be coded as 0 or 4. Former English Learners are coded as 5.
- The rules regarding FEP students (6, 7, 8, and 9) and FELL students (5) changed in SY 2017-2018. Once a student has been FEP for four consecutive school years (two years monitored followed by two years exited) they should move to FELL status.

Code	Description
0	**Not Applicable**
1	**NEP, Non-English Proficient:** A student who speaks a language other than English and does not comprehend, speak, read, or write English.
2	**LEP, Limited English Proficient:** A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.

Code	Description
4	**PHLOTE, English Proficient:** A student who has a Primary or Home Language Other Than English (PHLOTE), has *never been identified as a Multilingual Learner* and after initial screening and review of a body of evidence, is determined to be proficient in English (in all four domains).
5	**Former ML:** A student who previously received language instruction in the reporting LEA or another LEA who has been exited from a ML program for two school years. *Students who transfer from another LEA and have Screener test scores indicating student is fluent in English (in all four domains) should no longer be automatically coded as Former ML, instead they should continue with their FEP progression.*
6	**FEP MY1, Monitor Year 1:** A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A Monitor Year 1 student should have been re-designated based upon assessments and a body of evidence from the previous school year.
7	**FEP MY2, Monitor Year 2:** A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A student in Monitor Year 2 should have been re-designated based upon assessments and a body of evidence and have been in Monitor year 1 during the previous school year.
8	**FEP Exit 1, Exited Year 1:** A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A student coded as Exited Year 1 should have been coded as Monitor Year 2 in the previous school year and determined to be exited.
9	**FEP Exit 2, Exited Year 2:** A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A student who is coded as Exited Year 2 should have been coded as Exited Year 1 in the previous school year and determined to be exited.

Language Instruction Program (LIP)

Indicates the type of English language instructional program used to educate a student who is a Multilingual Learner.

- Students with a language background of English should be coded 00 (No or Not Applicable).
- Students with a language background that is not English and have a Language Proficiency code of NEP (1), LEP (2), or FEP Monitor Year 1 and Year 2 (6, or 7) should have a valid non-zero (00) code for this field.
- Students who have a Language Proficiency code of PHLOTE (4) or FELL (5) should be coded as Not Applicable (00).
- Students who have a Language Proficiency code of FEP Exited Year 1 or Year 2 (8 or 9) may be coded using any LIP value.
- Students may not be coded in more than one LIP. If multiple programs are used to educate a student, please use the one that is predominately used to educate the student.
- Not enrolled in a Language Instruction Program, Parent Choice (98) is used when Multilingual Learners are not enrolled in LIP. This code is used only when parents/guardians refuse ELD instruction through the local education agencies LIP. A documented refusal/decline of services for NEP/LEP students who are eligible for ELD program and instruction is required.

Code	Description
00	N/A
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-way Immersion

Code	Description
03	Transitional Bilingual Education or Early-Exit Bilingual Education
04	Content Classes with integrated ESL Support
05	Newcomer programs
97	Other
98	Not enrolled in a Language Instruction Program, Parent Choice

Special Education Transition

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

Note:

4th year would apply when student's 21st birthday falls after the school year begins (based on LEA's adopted calendar) and the student will complete the semester in which they turn 21.

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

Alternate Assessment Participant

A student whose IEP Team has determined and documented in the student's IEP that the student meets participation requirements as a student with a **most significant cognitive disability**, who will receive modified instruction based upon alternate academic achievement standards (Extended Evidence Outcomes) and who will participate in state alternate assessments required in the student's enrolled grade level. If the student is not tested at grade level (e.g., 12th grade, in 18-21 transition program) and receives modified instruction based on alternate academic achievement standards (Extended Evidence Outcomes), please indicate "Yes". (This would include the Colorado Measures of Academic Success: Dynamic Learning Maps™ Alternate Assessment for English Language Arts/Literacy and Mathematics; CoAlt Science and Social Studies; Alternate ACCESS for English learners; DLM 10th Grade Alternate Assessment for the 10th grade preparatory exam; and the DLM 11th Grade Alternate for the 11th grade college entrance exam.)

Code	Description
0	No
1	Yes

Military Connected

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

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

Code	Description
0	No
1	Yes

Military Enlisted

Student who has or will enlist in the military.

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

Code	Description
0	No
1	Yes

Document Changes:

Date	Description of Change	Reason for Change	Element(s) Affected
1/12/2016	Changes for the 2016-17 school year – Remove optional fields (address, email, etc.) Remove primary disability 07 Note: Migrant field will no longer be used in the 2017-18 school year	Special education has found another way to collect the students' address, email, etc. Special education requested the elimination of primary disability 07. Students must be retested and identified with 15 or other disability code. Migrant will be a calculated value and districts do not need to load it.	Student's Address, Student's Address City, Student's Address State, Student's Address Zip, Student's Primary Telephone Number, Student's Secondary Telephone Number, Student's Email Address, Primary Disability, Migrant
1/30/2016	Add code 9 to postsecondary program enrollment for Carry Forward ASCENT	This change is required in order to identify students who are funded in the ASCENT program using a carry forward ASCENT slot	Postsecondary Program Enrollment
2/8/2016	Change values Ascent to ASCENT	Text change requested by EDAC	Postsecondary Program Enrollment
3/22/2016	Removed Refugee Field	CDE does not need this field as a part of any collection	Refugee Field

Date	Description of Change	Reason for Change	Element(s) Affected
4/14/2016	Update primary disability text values to match the IEP participation file	Consistency	Primary Disability
3/17/2017	Changing method of reporting English Learners	ESSA requires more detailed program information prompting a change in data collection for EL Students. Removing ESL Status and Bilingual fields Adding LIP field Updating codes for Language Proficiency	ESL Status Bilingual Language Proficiency LIP
3/17/2017	Remove Migrant filed	Tentatively approved last year, the migrant field is no longer necessary in this file.	Migrant
3/17/2017	Update Postsecondary Enrollment field to report P- TECH and ASCENT, and adding second character to field	Legislative and School Finance requests	Postsecondary Enrollment
3/17/2017	Create Military Connected field	ESSA legislative requirement	Military Connected
3/22/2018	Update Primary Nighttime Residence	Provide clarification on code 01 to include transitional living	Primary Nighttime Residence
2/25/2019	Updated referenced Homeless legislation	Updates to Homeless reference under McKinney-Vento Assistance Act reauthorized by the Title IX, Part A of ESSA	Homeless
1/29/2020	Create Military Enlistment	Statutory Requirement. SB18-012	Military Enlisted
5/20/2020	Added Housing Crisis Fields	Response to COVID-19	Cause of Housing Crisis, Additional Cause of Housing Crisis
2/25/2021	Updated Verbiage to different fields	CDE Units updated verbiage	EL Fields, Cause of Housing Crisis, Add. Cause of Housing Crisis
1/13/2022	Added new TREP Postsecondary Code	Postsecondary Unit Requirement	TREP Year 5
1/17/2023	Moved Postsecondary Program Enrollment to Student School Association File	Postsecondary Program Enrollment is not demographic information because it is based upon a student's school/district enrollment	Postsecondary Program Enrollment
1/17/2023	Added new Gender code	CDE requirement	Gender
1/17/2023	Removed code 12 from Primary Disability	Per Preschool and Special Education Unit	Primary Disability

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Date	Description of Change	Reason for Change	Element(s) Affected
1/17/2023	Updated Verbiage to various fields	CDE units updated verbiage	Free/Reduced Lunch Price Eligible, Section 504, Immigrant, EL Fields, Homeless, Cause of Housing Crisis, Add. Cause of Housing Crisis, Primary Nighttime Residence, Special Education Transition, Alternate Assessment Participant, Military Connected
3/1/2023	Add field – Free Lunch Eligibility Designation	Added in response to House Bill 22-1202	Free Lunch Eligibility Designation
1/18/2024	Updated "district" to "LEA" throughout document	Will better include BOCES and CSI in definitions	Across file
2/12/2024	Updated file format	Document accessibility	None
2/5/2025	Updated file format	Document accessibility	None
2/5/2025	Changed "English Learner" to "Multilingual Learner" throughout document	CDE units updated verbiage	Language Proficiency, Language Instruction Program, Language Background
2/5/2025	Updated Verbiage to various fields	CDE units updated verbiage	Free/Reduced Lunch Price Eligible, Free Lunch Eligibility Identification, Homeless