Early College State Reporting Guidance

Reporting Guidance and Best Practices for State-Designated Early College Programs
Updated August 2023

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Purpose of this Document

This document is designed to support stewards of student data, at both the school/district and higher education level, as you work toward accurately capturing your Early College students and the successes of your program. Accurate data ensures that future program projections and funding mirror actual student enrollment patterns. This effort is also integral in supporting accurate state reporting that will be disseminated to programs, state agencies, and external stakeholders as we continue to understand the impact and success of these programs and Early College students.

As fellow stewards of student-level data and data privacy, we know that you are continuously working to implement best practices and improve systems. Schools, districts, and institutions of higher education (IHEs) deal with large data systems and their myriad protocols and deadlines that vary from site to site. We hope this guidance document will clarify these processes specifically for the purposes of Early College reporting and offer some transparency regarding the question, "What do the Departments of Elementary and Secondary Education (DESE) and Higher Education (DHE) want to know about Early College students, and why?"

The story of a student in Early College begins at the K-12 school or district level with correctly coding a student as Early College in SIMS ([Student Information Management System](#)), beginning the first semester a student formally enrolls in an Early College program. That student should then be coded as Early College until they either graduate or, more rarely, the student formally exits the Early College program due to a change in circumstances or leaves the school or district. Once the Early College student is coded in SIMS, DESE and DHE can learn more about how the student's enrollment compares to state trends, more about their college course-taking, and their overall success in the EC program.

Ultimately, accurate Early College reporting is the responsibility of each Early College partnership, including the high school/district and the IHE partner(s). The program leads at both the high school and IHE levels must take the lead in coordinating with data reporters at their respective campuses. This channel of communication between program and data leads at the K-12 and IHE partners makes a significant difference in accurate Early College coding and reporting. Early College data will be shared publicly, and we hope this document will offer guidance and empower your partnership to take the steps necessary to create a process that reflects your partnership's reporting, and supports your ongoing effort to capture each student's data story. *Please note that this edition of the Early College Data Guidance document is aimed toward Public IHEs. For Private IHE data definitions, we will include a link to that document as soon as it is released. Private IHE partners are encouraged to directly contact the Early College staff for any questions they may have in the meantime.*

If you are reading this document on Early College State Reporting Guidance, you are ahead of the game! We appreciate you, and the Office of Early College is here to support your work on the Early College data reporting process. Thank you for taking the time to reference this document and ensure you are doing all you can to support the success of Early College programs across the Commonwealth!

If you have any questions regarding Early College Data Reporting, please contact:

Renee Poisson
Early College Program Specialist
Renee.Poisson@mass.gov

Best Practices for Early College Data Reporting

Over the past few years, the Early College team has worked closely with programs to review, submit, and revisit state-reported data on designated Early College students. Through one-on-one interviews, group webinars, email exchanges, and surveys, important best practices have emerged that can help guide new or existing programs to more timely, consistent, and accurate Early College reporting.

The most often cited best practice from our programs was building a strong, data-informed team. Early College programs know that our work cannot be accomplished without a team working across the high school and IHEs – and the same goes with data analysis and reporting. Programs who have had the most consistent and accurate reporting note that it's all about the team and building a shared understanding of data. Some suggestions below come directly from EC staff:

- **A Strong Memorandum of Understanding (MOU):** As a foundation of this work, it is important that the K12 and IHE partners have a well-developed and specific MOU, enabling data sharing and consistent communication about Early College students and program structure. As stated in the Early College Designation Criteria, the MOU should detail the types of data that can be shared between partners (e.g. SASIDs, course enrollments, demographics, etc.), how these data will be shared securely, as well as outcomes that will be reviewed to evaluate program success.
- **Accessible, Shared Documents:** Shared and accessible documents are important ways that partners clearly identify and communicate who Early College students are throughout their time in the program, as well as tracking student course enrollments and outcomes. Often, the biggest challenge noted by Early College partners is the correct coding of Early College students across the high school and IHEs. _Shared documentation and regular meetings help to ensure that all partners have accurate student records._
- **Regular Touchpoints:** Regular meetings both internally at one partner institution as well as across partners is very important. One IHE partner noted that moving from quarterly meetings with the high school and IHE to meetings every two weeks significantly increased their shared understanding and efficiency in data collection and reporting. Some partnerships indicate meeting weekly, especially during enrollment and registration periods has proven extremely effective.

Perhaps the biggest challenge, but also one of the most important pieces of the puzzle in ensuring accurate data sharing and reporting is creating a shared understanding across partners of how EC students are coded, maintained, and reported in the disparate systems across districts and campuses. One way to ensure that this occurs is to set expectations for regular meetings. A proposed calendar and considerations for these meetings is included below.

Why Hold Regular Early College Data Team Meetings?
The importance of regular meetings increases the likelihood of reporting accurately in a way that reflects actual program enrollment and credit data. These meetings, whenever possible, should include:
- Early College Program lead/leads at high school
- Early College Program lead/leads at college partner/partners
- District data reporting lead
- IHE Institutional Research (IR) lead(s)

By scheduling and holding regular EC Data Team meetings with your Early College Program specific staff across the partner institutions, you will create a channel of communication that is specific to Early College data reporting requirements. This communication promotes data reporting in state systems that is reflective of your program's enrollment and credit data and ensures that accurate funding projections can be included in the upcoming year's state budget proposal. This also gives you regular access to monitor and evaluate the progress of your students and your program.

What to Consider when Scheduling Early College Data Team Meetings

SIMS is the primary way that the Commonwealth identifies Early College students and the key to linking these data to higher education credit data, therefore it is important to ensure SIMS coding accurately reflects the enrollment of Early College students in your EC program. Each K12 district data lead must ensure that they have the information necessary to code Early College students in their district-specific SIS (Student Information System) and to report SIMS accurately. Each district has an assigned DESE Data Collection Support Specialist. To contact yours for specific SIMS and SIS questions, please visit: https://www.doe.mass.edu/infoservices/data/fts.html

Feedback from our programs demonstrates that consistent meetings with data reporting and program staff are imperative to accurate reporting. DESE and DHE suggest that the Designated EC program to propose an EC Data Team meeting calendar for all partners listed above before the school year begins. The EC data team should meet a minimum of three times, prior to each of the three SIMS reporting deadlines in October, March, and June. Some programs find it helpful to meet monthly, quarterly, or even weekly to stay up to date on communication regarding any Early College enrollment data.

When creating a schedule of meetings, it is important to take into consideration the following:

- K12
  - State testing schedules
  - SIMS, SCS reporting deadlines
  - K12 school/district calendar
- IHE
  - Course registration and add/drop periods
  - HEIRS reporting deadlines[1]
  - College/University calendar

Calendar of Early College Data Team Meetings

Below is an example of a calendar and checklist of practices to implement to ensure that your Early College program is reporting accurate data. Each of these steps may not be needed in your program, and each program is encouraged to find a process that works for them; however, these steps mirror local best practices.

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[1] Coordinate with your IHE partner's Institutional Research office to understand internal deadlines and/or view current HEIRS reporting deadlines in the Security Portal.

Fall Data Submission Checklist

Date	Topics

Late August/Early September	❑ Identify responsible individuals to be part of the Data & Reporting Team:
	    ○ Early College program data owner(s): _____
	    ○ District SIMS reporting lead: _____
	    ○ IHE data reporting lead: _____
	❑ Set Data & Reporting Team meeting schedule for upcoming school year. Recommended meetings included in calendar below.

Mid-September	❑ If any staff are new, talk through data collection/submission process and expectations for the year ahead. ❑ Review prior year June SIMS, Annual HEIRS reporting for discrepancies between high school, IHE, and program records ○ How did SIMS and HEIRS numbers compare to EC program records? Describe any discrepancies and strategies to improve this year: _____ ❑ Review enrollment list of EC students according to program records ❑ Determine how and when the list of EC students will get flagged in the high school's Student Information System (SIS) before Oct. 1. ❑ Run test report to ensure that SIS numbers match EC program records
Late September/ Early October	❑ Review Fall term IHE course enrollment and list of EC students according to program records ❑ Run report to ensure IHE Student Information System matches EC program records (both for students and credits enrolled). ○ How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ❑ Ensure all EC students coded in IHE have correct high school ❑ (After October SIMS window opens) Access, review SIMS Summary Reports 4 and 5 ❑ Confirm, submit final October SIMS ❑ Run report <u>after enrollment freeze date</u> to ensure program and IHE records still match, are updated with any courses added/dropped for HEIRS Fall term submission
Ongoing throughout Fall	❑ Intermittent check-ins to update Early College student enrollment lists/coding based on program entrances/withdrawals ❑ Intermittent check-ins to check on college course enrollment, withdrawals, add or drops ❑ Identify any additional Early College enrollments that may have occurred <u>after</u> the freeze date (not included in Fall HEIRS) that will need to be included in HEIRS Annual Submissions

Spring Data Submission Checklist

Date	Topics
January	❑ Review final October SIMS submissions, Fall HEIRS reporting for discrepancies between high school, IHE, and program records. o How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ❑ Review current enrollment list of EC students according to program records ❑ Run report to ensure that high school SIS coding matches EC program records
Early to mid-February	❑ Review Spring term college course enrollment and list of EC students according to program records ❑ Run report to ensure IHE SIS matches EC program records (both for students and credits enrolled) o How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ❑ Ensure all Early College students coded in IHE have correct high school ❑ Run report <u>after freeze date</u> to ensure program and IHE records still match, are updated with any courses added/dropped
March	❑ (After March SIMS window opens) Access, review SIMS Validation Reports 4 and 5 ❑ Confirm, submit final March SIMS
Ongoing throughout Spring	❑ Intermittent check-ins to update Early College student enrollment lists/coding based on program entrances/withdrawals ❑ Intermittent check-ins to check on college course enrollment, withdrawals, add or drops ❑ Identify any additional Early College enrollments that may have occurred <u>after</u> the freeze date that will need to be included in HEIRS Annual Submissions
May	❑ Review March SIMS submissions, Initial Spring HEIRS reporting for discrepancies between high school, IHE, and program records o How did these records compare? Describe any discrepancies and strategies to adjust, improve coding or reporting: _____ ❑ Run report to ensure that Student Information System coding matches Early College program records, <u>particularly for Early College high school graduates</u> ❑ Run report to ensure IHE Student Information System matches Early College program records (both for students and credits enrolled) for <u>both Fall and Spring terms</u> to prepare for HEIRS Annual file reporting

In partnership with DHE, DESE also offers several support sessions, including data trainings, ahead of each SIMS reporting deadline. Please consider attending these data reporting sessions and ask any specific questions that arise prior to the SIMS deadline.

Reporting Systems
SIMS (K-12) Reporting for Early College

The Student Information Management System (SIMS) is a student-level data collection system that allows the Department of Elementary and Secondary Education (DESE) to collect and analyze accurate and comprehensive information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions.

The DESE SIMS Data Handbook provides a detailed description of all 52 data elements that are currently submitted in each student record. There are several points at which SIMS coding affects Early College students:

DOE002: **State Assigned Student Identifier (SASID)**
A unique number assigned to an individual by the Massachusetts Department of Elementary and Secondary Education.

DOE045: HQCCP Program Type
This element identifies the type of High-Quality College and Career Pathway in which a student is enrolled.

DOE046: HQCCP Program Participation
This element identifies the industry concentration of the High-Quality College and Career Pathway program in which a student is enrolled.

DOE002: State Assigned Student Identifier (SASID)

A unique number assigned to an individual by the Massachusetts Department of Elementary and Secondary Education.

Type: Alphanumeric   **Length:**   Minimum 10
                                                 Maximum 10

Acceptable Values/Code Description:
10-digit state-assigned identification number

Notes:
1. In order to track students within and across districts over time and to keep student information secure and confidential at both the state and local levels, two student identifiers will be used — one assigned by the district in which the student is enrolled (LASID) and a State Assigned number (SASID).
2. State Assigned Student Identifiers will be assigned through the State Student Registration System. Districts will need to use the State Assigned Student Identifier and the Locally Assigned Student Identifier on all individual data submitted to the Department of Elementary and Secondary Education.

Guidance for EC Programs:
SASIDs connect SIMS and the Higher Education Information Resource System (HEIRS).

Dependencies: None

DOE045: HQCCP Program Type

This element identifies the type of High Quality College and Career Pathway in which a student is enrolled.

Type:	Alphanumeric

Length:	Minimum 2
	Maximum 3

Acceptable Values/Code Description:

500	Does not apply to student
01	Innovation Pathway
02	Early College
03	Early College Promise

Notes:

Guidance for EC Programs:
All Early College students that are enrolled in a Designated Early College Program must be flagged (=02) in order to be included in the count of Early College students. This is a key field that links K12 data to IHE data in order for the Department to accurately collect and analyze Early College student information. Please note that coding EC students accurately in this field impacts funding calculations for higher education partners based on HEIRS data.

Dependencies:
Innovation Pathway information: Innovation Pathways - College, Career and Technical Education (mass.edu)
Early College information: Early College - College, Career and Technical Education (mass.edu)
Early College Promise program information: Early College Promise (ECP) Pilot Program (limited pilot) - College, Career and Technical Education (mass.edu)

DOE046: HQCCP Program Participation

This element identifies the specific High Quality College and Career Pathway program in which a student is enrolled. For Innovation Pathway students, this element identifies their industry sector. For Early College students, this element identifies the higher education institution their Early College partnership is with.

Type: Alphanumeric   **Length:**   Minimum 2
                                                            Maximum 3

Acceptable Values/Code Description:
Please see SIMS Handbook Appendix L for list of acceptable values

500	Does not apply to student

Notes:

Guidance for EC Programs:
This element identifies the higher education institution partner within the Early College designated partnership. The 4-digit college code is entered in this field.

For Early College partnerships with *more than one higher ed partner within the same designation*, the 4-digit college code defaults to the community college. For Early College partnerships with more than one separate designation, the college code entered in this field must reflect the Early College partnership in which the student is enrolled.

Please see SIMS Handbook Appendix L for list of 4-digit college codes.

Dependencies:

If DOE045 is 01, 02 or 03, DOE046 cannot be 500.

Report 4: Enrollment Statistics (School Summary)

October, March and EOY
This report is produced for each school in your district, except school codes 09200300 (DYS) and 09200500 (Correctional Facilities) and provides a summary of all students enrolled in each school on the report date (October 1, March 1, last day of school). The report provides breakdowns for various demographic groups and program areas.

Guidance for EC Programs:
The SIMS Summary Report provides an opportunity for districts to carefully review the data in SIMS before certifying their SIMS submission. By pulling Report 5, districts may analyze the number of students coded as Early College in SIMS before certifying their SIMS report. It is recommended that Early College Programs pull Summary Reports 4 and 5 and share with Early College program leads in order to ensure accurate representation of their Early College enrollment in SIMS.

All students with a Reason for Reporting (DOE011) = 01 or 03, and Enrollment Status (DOE012) = 01 are included in the following groups.

For EOY reporting, graduates and certificate students are also included. This is determined by Enrollment Status (DOE012) = 04, 10, or 11.

The count of students by Grade (DOE016 = PK, KP, KF, KT, 1-12, and SP)
The count of students by Gender (DOE009)
The count of students by Race (DOE010)
EL students (DOE025) by program (DOE026)-All students with EL (DOE025) = 01 AND EL Program (DOE026) = 00-04 are included.

Other populations:
Immigrant (DOE022) = 01
Special Education (DOE034) = 08-90
Title 1 (DOE020) = 01-27
First Language not English (DOE024) not equal to 267 (English)
Report 5: Enrollment Statistics (District Summary)
October, March and EOY

Report 5: Enrollment Statistics (District Summary)

October, March and EOY
This report is produced for your district and provides a summary of all students enrolled in each public school on the report date. The report provides breakdowns for various demographic groups and program areas. The report rules are the same as Report 4.

SCS (K-12) Reporting for Early College

The Student Course Schedule System (SCS) is an online, secure data collection of the courses taken by students in the public school districts of Massachusetts. SCS is enabled by the secure transmission of district data through the ESE's security portal and by SASIDs (State Assigned Student IDs), unique identifiers assigned to all students and linked to their individual data. Within SCS, there are two sections: Data Collection, for the submission of student course data, and a Reports section where SCS reports can be viewed and downloaded.

The DESE SCS Data Handbook provides a detailed description of the data elements required in SCS. There are several points at which SCS coding affects Early College students:

SCS02: **State Assigned Student Identifier (SASID)**
Unique 10-digit State Assigned Student Identifier collected in SIMS.

SCS03: School/Program
ID Number Indicates the location where a course is being taught. This code may differ from the school/district in which the student is enrolled.

SCS09: Course Level
An indication of the general nature and difficulty of instruction provided throughout a course.

SCS02: State-Assigned Student Identifier (SASID)

Description: Unique 10-digit State Assigned Student Identifier

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Type: Alphanumeric   **Length:**   10

Acceptable Values/Code Description:
10-digit state-assigned identification number.

Related Data Elements:
SIMS: DOE002 – State Assigned Student Identifier

Notes:
1. In order to track students within and across districts over time and to keep student information secure and confidential at both the state and local levels, two student identifiers will be used — one assigned by the district in which the student is enrolled (LASID) and a State Assigned number (SASID).
2. State Assigned Student Identifiers will be assigned through the State Student Registration System. Districts will need to use the State Assigned Student Identifier and the Locally Assigned Student Identifier on all individual data submitted to the Department of Elementary and Secondary Education.
3. This element will be used to match with SIMS data element DOE002.

Guidance for EC Programs:
SASIDs link SCS and SIMS with the Higher Education Information Resource System (HEIRS).

SCS03: School/Program ID Number

Description: Indicates the location where a course is being taught. This code may differ from the school in which the student is enrolled. Each school district in Massachusetts has a four-digit code assigned by the ESE. In combination with the four-digit district code, each school in Massachusetts has a unique, eight-digit code number. Each student's course record must contain the eight-digit code of the school or institution where the course is being taught.

Starting in October 2011, alternative education programs can be reported in SCS as the location where a course is taught **if the course is not taught in a school**. If the course is taught in a school, the school code must be used for WA06 (and SCS03).

Districts will be able to report school codes **or** valid 8-digit district alternative education program codes in WA06 (and SCS03).

District alternative education program codes **must be registered with ESE**.

Alternative Education program codes will be cross-validated between EPIMS and SCS so students and teachers will be linked at the classroom level by the alternative education program code **OR** by the school code.

Type: Alphanumeric   **Length:**   8

Acceptable Values/Code Description:
Set by State. Only school codes currently reported as being open in Directory Administration will be accepted.

To report course location for public schools in Massachusetts:
Each school in Massachusetts has an eight-digit code assigned by the ESE. The first four digits represent the district code. The second four digits represent the school code.

To report courses provided by colleges:
The four-digit college institution codes used to report degree institutions in the EPIMS staff roster file will be preceded by "CLBR" (all uppercase letters only) to form the 8 character code.

The following two codes will be used to report online (virtual) courses:
"CLBRVK12" will be used to report online courses for grades K -12;
"CLBRVCLG" will be used to report online college-level courses.

A listing of DESE school codes can be found at:
http://www.doe.mass.edu/infoservices/data/sims/schoolcodes.html

Related Data Elements:
SIMS: DOE015 - School Identification Number
EPIMS: WA06 – Assignment Location Code
EDW local data elements: STU_CUR_SCHL, STU_SCHOOL_ID, STAFFSF_SCHOOL_ID, STUSF_SCHOOL_ID

Stu DIM

Notes:
The four-character educational institution codes required to report courses provided by colleges are the same codes required to report EPIMS SR19 Degree Institution 1, SR 22 Degree Institution 2 and SR 25 Degree Institution 3. (See *EPIMS Data Handbook*, *Appendix C*.)

Element is similar to SIMS DOE015 **School Identification Number** and EPIMS WA06 **Assignment Location Code**.

"CLBR" must be all uppercase letters only. Lowercase letters will cause an error.

Guidance for EC Programs:
Early College programs will input 'CLBR' plus the 4-digit college code for Early College college coursework taking place on the college campus.

Early College programs will input 'CLBRVCLG' for Early College college coursework taking place online or virtually.

Early College programs will input 'CLBR' plus the 4-digit high school code for Early College concurrent college coursework taking place at the high school campus.

A listing of college codes can be found at: SIMS Handbook Appendix L

A listing of DESE high school codes can be found at:
http://www.doe.mass.edu/infoservices/data/sims/schoolcodes.html

SCS09: Course Level

Description: An indication of the general nature and difficulty of instruction provided throughout a course.

The broad range of data models employed across the state means that the values used for SCS09 Course Levels will vary widely between districts. This means that data mapping will be required to capture the data in a standardized, usable format.

DESE has constructed a four-tiered data model that provides a robust and flexible data mapping structure for integrating and using the Course Level data. District data mapping involves evaluating actual data values in your local Student Information Systems and finding the most appropriate transformations to the DESE values.

| **Type:** | Alphanumeric | **Length:** | 2 |

Acceptable Values/Code Description
The following table lists the available course levels. Each course must be mapped to a level. Select the code that most closely represents the level of the course.

Table 4: Acceptable Values/Code Description for Course Level

Code	Description
01	Basic or Remedial: A course focusing primarily on skills development. The course offered may focus on the improvement of a particular deficiency in content previously taught but not learned.
02	General: A course providing instruction that focuses primarily on general concepts for the appropriate grade level.
03	Advanced: An advanced course designed for students who achieve a specified level of academic performance.
04	Postsecondary Credit: A course, often taken at or in conjunction with a postsecondary institution, which contains instruction equivalent to a college-level course and for which a student earns college credits.
05	Postsecondary Non-Credit: A course, often taken at or in conjunction with a postsecondary institution, which contains remedial or developmental content or for which a student does not earn college credits.

Guidance for EC Programs:
For college-credited courses related to Early College participants, input (=04) to indicate potentially transferable postsecondary credit
For developmental courses related to Early College participants, input (=05) to indicate non-transferable postsecondary credit.

Related Data Elements:
EDW Local Data Elements: COURSE_LEVEL

HEIRS (IHE) Reporting for Early College

The Higher Education Information Resource System (HEIRS) is the method through which MA public higher education institutions (IHEs) report on students, degrees, and instructional activities. There are several points at which our IHEs will be reporting on Early College students:

- **Term-Specific Files:** For each of the three terms (Fall, Spring, and Summer), public IHEs report on those students enrolled in at least one postsecondary course for credit at the time of their institutional freeze date. Student demographics, student enrollment information, and course information are included each as part of the three separate term-specific activity files. Some key fields to consider when reporting on students in designated Early College programs:
  - STU072: SASID
  - STU077: Dual Enrolled Student Indicator (Early College Program)
  - STU031: High School Grad Date (must include future date)

- **Post- Term Enrollment Files:** For each of the three terms, an IHE must also submit a post-term enrollment file to update the enrollment outcomes for certain student populations. *This file must be submitted for all Early College students (all students for whom STU077 = 1).*

- **Annual File:** In recognition of the fact that not all instructional activity is credit-bearing, and that not all credit coursework may be included in term-specific files, IHEs also submit an annual credit and non-credit instructional activity file. This file includes all instructional activity throughout the prior fiscal year. *All enrollment records for all Early College students must be submitted in the Annual File, including summer courses that begin before June 30th.*

As noted throughout the guidance in this document, HEIRS reporting from the IHE partner(s) and SIMS/SCS reporting from the high school partner(s) are dependent on one another in order to understand the full Early College experience. It is important that data to be reported at both the IHE and high school level be reviewed with Early College program staff and your IHE or district reporting staff to ensure consistency.

Additional HEIRS-type data collections have been created for the Early College initiative to ensure that private IHEs that are part of a designated Early College partnership can securely report student-level data on Early College students. These collections mirror data elements necessary to track and evaluate Early College students from public IHE HEIRS submissions. Guidance on key data elements is forthcoming, and will be linked in updated versions of this manual when available.

On the next few pages, please see the specific key data elements needed for Early College students, as well as guidance on how to report these elements[2].

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[2] Guidance is included in current HEIRS Data Dictionaries, available through your IHE partner's Institutional Research Office and/or in the Security Portal. Private IHE Data Dictionaries are also available on the Security Portal or by contacting the DESE Office of Early College.

STU072: SASID (State Assigned Student Identifier)
Data Type: Alphanumeric   **Length Minimum 10**   **Format Example** 0000000000
Maximum 10

Definition
A State Assigned Student Identifiers (SASID) is a unique identifier given to each student receiving a publicly funded education in Massachusetts. The SASID number remains with the student throughout their educational life in grades pre-K through 12, even as the student transfers from one district or school to another.

Guidance for EC Programs
SASIDs should be gathered from and in partnership with your K12 partner. It is important that these SASIDs are correct for your Early College students, because these are a key field that will link K12 data to your institutions' data.

Business Rules	Dependency
Mandatory entry for all CDEP Dual Enrolled Students that attend a Mass Public High School and Mandatory for all EC students (STU077 = 1)	Must not begin or end with '0'. Must not contain three or more repeating numbers. Must be 10 digits.

STU077: Dual Enrolled Student Indicator (Early College Program)

Indicates whether the Dual Enrolled student is flagged as being enrolled in a Designated Massachusetts Early College Program

Data Type: Numeric   **Length** Minimum 1   **Format Example** 1

Maximum 1

Code Descriptions

1   Yes
2   No
3   Not Applicable

Definition
Designated Massachusetts Early College Programs must have applied for and been approved by the Early College Joint Committee of the Board of Higher Education and the Board of Elementary and Secondary Education to offer a Designated Early College Program. These partnerships are structured partnerships between at least one 2 year and/or 4 year institution(s) of higher education (IHE) and at least one K-12 partner. Designated K-12 partners must be a Massachusetts public school.

Campuses with currently Designated Early College Programs are listed below. *Please note that this list includes public IHEs only.* A link to the complete list of Designated Early College Programs may be found here:* https://www.mass.edu/strategic/earlycollege.asp#programs.

Note that a student must only be flagged (=1) if they are participating in a Designated Early College Program. Note therefore that some campuses with Designated Early College Programs may have dual enrollment students who are NOT Designated Early College Program participants.

Bridgewater State University
Fitchburg State University
Framingham State University
Salem State University
Westfield State University
Worcester State University
Bristol Community College
Bunker Hill Community College
Greenfield Community College
Holyoke Community College
MassBay Community College
Massachusetts College of Liberal Arts
Massasoit Community College
Middlesex Community College
Mt. Wachusett Community College
North Shore Community College
Northern Essex Community College
Quinsigamond Community College
Springfield Technical Community College

University of Massachusetts - Boston

Instructions:
For the 18 participating Institutions – **All dual-enrolled students (STU028 = "Y") must be coded with a value of 1 or 2**. Non dual-enrolled students must be coded as 3 – Not Applicable.

For Non-participating Institutions – The field can be left blank or equal to 3.

Business Rules	Dependency
	If Dual Enrollment Indicator (STU028) does not equal 'Y', then Dual Enrolled Student Indicator (STU077) cannot be 1.

STU031: CEEB High School Code

The student's six-digit CEEB high school code

Data Type: Alphanumeric   **Length** ^{Minimum 6}   **Format Example** 000000

Maximum 6

Code Descriptions
Use most current CEEB code listing for High Schools.

In the following cases, use the codes listed below:

- GED: 909090
- Unknown Massachusetts High School: 777777
- Unknown Foreign High School: 959595
- Unknown High School: 999999
- Home Schooled: 970000

Definition
Each high school has a unique CEEB code. GED programs, charter schools, and home schooling also have CEEB codes. Colleges should be using the most current CEEB code listing.

Guidance for EC Programs:
It is important that each institution have accurate high school information for EC students. Only those students who are reported with CEEB codes from high schools with designated Early College programs will be able to report STUO077 correctly. Please ensure accurate high school CEEB codes for all EC students.

Business Rules	Dependency
Mandatory entry for all Early College students.	Unknown value cannot be provided for CDEP Dual Enrolled student (STU028 = 'Y') or for Early College student (STU077 = 1).

ENP006: SASID (State Assigned Student Identifier)

Data Type: Alphanumeric   **Length** Minimum 10   **Format Example** 0000000000
                                          Maximum 10

Definition
A State Assigned Student Identifiers (SASID) is a unique identifier given to each student receiving a publicly funded education in Massachusetts. The SASID number remains with the student throughout his or her educational life in grades pre-K through 12, even as the student transfers from one district or school to another.

Guidance for EC Programs
SASIDs should be gathered from and in partnership with your K12 partner. It is important that these SASIDs are correct for your Early College students, because these are a key field that will link K12 data to your institutions' data.

Business Rules	Dependency
Mandatory entry for all CDEP Dual Enrolled Students and designated Early College Students	

ENP009: End of Term Enrollment Outcome Status

Whether a student completed, audited, withdrew, failed, or did not complete the course enrolled in.

Data Type: Numeric   **Length** Minimum 1   **Format Example** 0

                                         Maximum 10

Code Descriptions
1 = Completed: Earned credit
2 = Audited a Course*
3 = Withdrew from a Course (Administrative or otherwise)
4 = Failed the Course (Received an "F" grade, Administrative or otherwise)
5 = Did not Complete the Course (Incomplete Grade)
6 = Course in Progress unable to Give Grade

Definition
The end of term enrollment outcome status designates whether a student successfully completed i.e. earned credit or audited, withdrew, failed, did not complete the course enrolled in.

Guidance for EC Programs
This is a key field for course outcomes. Because there are Early College programs that have credit-bearing courses that span multiple terms, it is important to report Early College students/courses in the term in which they will receive a grade. Please consider reporting these courses in a way that avoids end of enrollment term outcome status equal to 6.

Business Rules	Dependency
Mandatory Entry	*2 (Audited) is not valid for CDEP Dual Enrolled Students or Early College students.