



**OFFICE OF FINANCIAL MANAGEMENT / EDUCATION RESEARCH DATA CENTER
PROFESSIONAL EDUCATOR STANDARDS BOARD**

**EDUCATOR PREPARATION PROGRAM ACCOUNTABILITY DATA COLLECTION AND
SUBMISSIONS MANUAL**

A technical specifications manual for reporting student level data to the
Education Research Data Center

Reporting for Fall 2020

Data Collection Year 2020-21

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Relevant Links

Data Manual: <https://erdc.wa.gov/data-resources/working-with-our-data>

Secure File Transfer Portal: <https://sft.wa.gov>

Educator Prep Program Dashboard Portal: TBD

Change Log

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Clerical Change – <ul style="list-style-type: none"> • enroll_cat field was inadvertently left out of the file format for the assessment file; was added • Definition for enroll_cat field was expanded to be more clear as to what and when it references 	
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Clerical Changes - <ul style="list-style-type: none"> • Dates changed throughout the document to reflect the current collection and reporting cycles. • Language related to the 2019 Data Manual’s changes from the 2018 Data Manual was removed. • 2020 File Formats: The 2019 Data Manual included file formats and descriptions for both 2019 and 2020 reporting periods. In this Data Manual, only the 2020 information is included. • List of Required Data Elements: Data elements required in the 2019 Data Manual needed for the 2019 reporting were removed. New Proposed Elements - <ul style="list-style-type: none"> • List of Required Data Elements – Added Elements: second field for practice hours (prac_hours2), applicable only to school counselor / psychologist candidates. • List of Required Data Elements – Added Elements: additional race code / HISP fields to accommodate the way students report race and ethnicity in some institutions • List of Required Data Elements – Added Elements: academic_year; a technical meta-data field needed to ensure data quality and accuracy. Process / Procedural Changes – <ul style="list-style-type: none"> • prog_id was added to Assessment, Clinical Practice, and Admission files in addition to the Demographics file. Prog_id was approved in May 2019 as a linking field that was only in the candidate Demographics file. However, to make correct matches across files, the prog_id field needs to be in all candidate files. • Fall 2020 Data Reporting – Note, this represents a change from the 2019 reporting process. The submission template files have been changed to enable future tailored collections for each role type. This will enable tailored submissions by program type going forward. • Required submission format has been changed from .csv to .xlsx. See the section on reporting for a fuller explanation of why and how to use the new templates to submit data. • Reporting on Summer Terms: This sub-section was added to clarify reporting practices related to the programs’ use of summer terms. In some programs, summer is the first term of the 	

year (lead), and in some programs it is the last (lag). This clarification will help ensure valid calculations of completion time and completer status.

- Non-IHL program reporting: Not all programs operate in the context of Institutions of Higher Learning (IHLs). Clarifications were added as to how to report on term type and census date, and program award level.
- PEAB Reports: P1 and P2 Reports as collected previously are now combined in the PEAB Meetings report. This report streamlines the process and adds detail regarding PEAB members' recommendations, as well as program providers' subsequent responses to those recommendations.
- Data Collection Requirements: Language was added to reflect changes in the Data Manual consideration and publication processes.
- Admissions File: fields to report applicant gender and race are being added to the file format to capture basic demographic information for all applicants, including those who are not admitted to the program.
- Assessment File: the enroll_cat field was moved from the demographic file to the assessment file to facilitate assessment reporting, with an additional valid value to accommodate students not enrolled but returning for their endorsement.

Definition Changes -

- Definition Change: The definition of "year" changed to reflect ONLY the PESB reporting year.
- Definition Change: The definition of prac_hours was changed to denote "The number of total hours of clinical practice completed by the candidate," instead of the number of hours required by the program.
- Definition Change: The definition of the element "score" and all three score_exam elements (basic skills exams) was changed to include condition codes as is sometime seen with the EdTPA; the format was also changed to correspond, from integer (int) to variable character (varchar).
- Definition Change: The format of assess_code was changed from int to varchar to accommodate the early years' letter codes for the basic skills exams.
- Definition Change: The labeling used in the definition of student identification (stu_id) was changed to better reflect the language of [RCW 42.56.290 \(10\)\(F\)](#).
- Definition Change: the definitions for the prog_length_min and prog_length_max elements were changed to reflect time measured in months rather than terms, to accommodate the non-IHL organizations offering educator preparation programs.
- Definition Change: The length of the field for elements stu_id and inst_code were changed to include one more byte. This was done to accommodate how data was reported this last year and to account for multi-campus institutions where each campus reports separately.
- Definition Change: Corrections were made to the field format and length of entrance_exam2 and entrance_exam3 to match that of entrance_exam1.
- Definition Change: field length was increased by one byte for the passed field to accommodate the new valid value for deferred assessment.

Valid Value Changes -

- Valid Value Change: a value to indicate an assessment was deferred due to COVID-19 was added as a valid value to multiple elements –entrance_exam 1-3; basic_skills_area_1-3; exam_stat 1-3; score_exam1-3; score; passed; test_date; cwtest_completion_date.

- Valid Value Change: Program type (prog_type) valid value “hybrid” was removed in favor of a more reliable strategy for distinguishing which candidates earned teacher certification via which alternative routes.
- Valid Value Change: Credential role (cred_role) valid values 11, 12, 13, and 14 were added to distinguish which candidates earned teacher certification via which alternative routes.
- Valid Value Change: Credential type (cred_type) was changed to add a valid value (40) for principals, superintendents, school counselors, school psychologists, and CTE B&I programs.
- Valid Value Change: The Decision (decision) valid values were changed to add “admitted, did not enroll” and “decision pending” based on feedback from data administrators during the 2019 reporting period.
- Valid Value Change: Two additional valid values were added to exit_reason to account for those times when a student changes programs or changes alt route designation. A separate code for each of these scenarios has been added.
- Valid Value Change: Two additional values were added to the lists for bldg_code and dist_code to account for students who do their clinical practice out of state, or out of country.
- Valid Value Change: An additional code was added for the clinical practice outcome field to account for when a candidate completes the practice, but performance was not satisfactory.
- Valid Value Change: One additional value was added to prev_degree to account for candidates who earned their initial certificate through your program and returned after an absence for an additional endorsement.
- Valid Value Change: the enroll_cat field was retained and moved into the assessment file, and given an additional valid value to indicate students who are not enrolled, but have returned to get their endorsement.

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Introduction

This technical manual is the result of joint efforts by staff at the Professional Educator Standards Board and the Education Research Data Center (housed within the Office of Financial Management). The purpose of this collaboration is to provide technical guidance to educator preparation programs in Washington on fulfilling their obligation to collect and report data to PESB for program approval, monitoring, and research purposes.

Authority. [RCW 28A.410.210](#) outlines the scope of authority and duties of PESB in reference to ensuring those who seek to become educators in the state of Washington are adequately prepared, and in sufficient supply. In particular, article (9) of this law charges PESB with “*maintain(ing) data concerning educator preparation programs and their quality, educator certification, educator employment trends and needs, and other data deemed relevant by the board.*”

Further, SHB 1741, introduced into the legislature during the 2017 session, instantiated the requirement for educator preparation programs to enter into data-sharing agreements with the ERDC to facilitate the transfer of student-level data collected and held by those programs. The expressed intent of the legislature was to facilitate a better understanding of the training by, and best practices of, educator preparation programs, and the career paths that educators who complete those programs follow. The ERDC is explicitly charged with providing necessary data for research and monitoring to PESB, educator preparation programs, and other qualified entities. [RCW 43.41.400](#) established the ERDC within the Office of Financial Management and outlines its mandated purpose and duties. The ERDC is authorized and qualified to collect student data for research purposes also under [RCW 28B.77.100](#).

Purpose. Hence, the first-order purpose of these data collections is to provide the aggregated information required by PESB for program approval and monitoring. Beginning in the fall of 2019, ERDC has provided this information on behalf of the educator preparation programs in accordance with guidance provided by PESB and as approved by the governing Board. Educator preparation programs have an opportunity before the aggregated information is sent to PESB to see the aggregations, understand the computations, and identify and participate in the resolution of any discrepant or questionable results.

Data Sharing Agreements

Every institution, organization, individual, or entity that offers an educator preparation program in the state of Washington is required to submit to the ERDC student-level data collected and held by the program, as determined by the governing Board of PESB. In order to make this transfer of data in compliance with federal student privacy regulations, a fully executed data-sharing agreement between the entity offering the educator preparation program and the ERDC must be in place. This means a hardcopy of the signed data-sharing agreement must be on file with the Procurement Office at OFM before any data can be transferred between the two parties.

ERDC and PESB jointly facilitate the Educator Preparation Programs Data Governance Task Force, a group comprised of representatives from institutions across the state which offer educator preparation

programs. The composition of the task force was deliberately planned to mirror and be representative of the diversity of programs and offering entities within the state. This group has met monthly since early 2017 to establish the data governance policies for this project. This is the group that discusses and approves the draft language for the data-sharing agreements that govern how data is shared and handled between entities and the ERDC. Each institution then works with their own legal counsel and administrative staff to accept, reject, or propose modifications to the language.

Allowable Uses of the Data. One purpose of the data sharing agreement is to spell out the allowable uses of the data once collected. Just because the ERDC collects and stores the data does not mean it *owns* the data. The entity that provided the data retains control to a large extent over how the data can be used. Sections 5 & 6 of the data sharing agreement contain the information regarding the description of the data to be collected, and how those data can be used.

A signed data-sharing agreement does NOT grant ERDC the power to determine which elements are to be collected. This authority lies within the scope of power of the Board at PESB, and is documented in their procedures as to how new elements are introduced and approved as required, and on what timeline. ERDC may request programs to submit additional elements to assist with data cleaning and data quality assurance, or to facilitate research in line with the purposes and interests of PESB. HOWEVER, should this occur, the request should be understood to be just that – a REQUEST. ERDC does not have the authority to compel a school to submit a data element that has not been previously approved by the PESB Board, and is in accordance with the established timeline for submission of such elements. If the ERDC believes a certain element would be of use or is needed to accomplish its work, it will consult with PESB and ask to have that element included in the established process for approval.

The Educator Preparation Programs Data Governance Task Force deliberated at length over the language reflected in sections 5 and 6 of the initial data sharing agreement that defines the allowable uses of the data. It is the goal of the Task Force, the ERDC, and PESB to ensure the allowable uses of the data are limited to only those that are required by state or federal regulation, and are in accordance with the requirements of FERPA. There are three categories of use for the data that should be addressed by the language in this section: 1) reporting to PESB for program approval and monitoring, 2) use by the educator preparation programs themselves, and 3) research uses by PESB and other qualified entities.

The initial data sharing agreement addressed category 1 and 2 only, and was limited to a 2-year period during which the systems and technical details of the project were being worked out. The subsequent iteration of the data sharing agreement addresses the third category of use. The language determined for this category works in tandem with recent revisions to ERDC’s policies around the provision of data through the data request process. The ERDC strives for transparency in its data request and fulfillment processes, and is committed to notifying contributing data partners when requests for their data are made, and for providing an opportunity and forum for evaluating the merit of those requests. The data request review panel convened by ERDC provides a mechanism by which data contributors can provide feedback on and consent for proposed uses of their data. For a full explanation of the ERDC data request process and related policies, please visit <https://erdc.wa.gov/data-resources/data-request-process> .

FERPA Regulations. The data sharing agreement is fully FERPA compliant with respect to disclosure of PII in two ways. First, all data collection and reporting activities covered by the agreement meet the exceptions allowable under FERPA for data sharing for the audit or evaluation of an educational program, or the studies exception, as noted in [34 CFR 99.35\(a\)\(1\)](#). Any uses of the data that do not meet

these exceptions cannot be included in the section of the data sharing agreement that defines the allowable uses of the data. Second, by signing the data sharing agreement, the data partner providing data acknowledges the ERDC as an authorized school official of their organization, as described in [34 CFR 99.31\(a\)\(1\)\(i\)\(B\)](#).

Secure File Transfer System

Each entity required to submit data for an educator preparation program needs to identify a person who will be responsible for submitting data to the ERDC. This person is referred to as the data administrator. Once a data sharing agreement has been fully executed and the data administrator identified, an account will be created for the data administrator on the OFM Secure File Transfer System. Login information and instructions are sent to the data administrator by emails coming from OFM staff and staff at WaTech. Upload to this system is the only method of transfer to be used in submitting data to the ERDC.

Technical Assistance. The basic instructions for the secure file transfer system have been made available here: <https://erdc.wa.gov/data-resources/working-with-our-data>

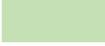
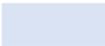
For additional assistance and instruction, or technical assistance with matters related to the login process, password problems, or system functionality, please contact the OFM technical lead listed on the cover of this document.

Data Collection Requirements

The only data elements that are required to be collected are those that have been approved by the PESB governing Board. There is an established process for introducing new elements to the collection that involves introducing the elements and the rationale for collecting them to various stakeholders for feedback and revision. Ultimately, the Board will consider all input and make a determination on whether to require the new elements or not. If approved for collection, the programs will have a year to make adjustments and to collect the new elements before having to report on them. New elements will be considered each January for approval by the PESB each March. Program providers may submit new items in the fall following March approval, however it is not required to submit these new items until one year after the fall following March approval. Collecting and reporting on approved elements occasionally requires revision to the elements' definition or the valid values used to report. In these cases changes will be clarified each January and March for reporting the following October.

A more detailed timeline and description of the process for introducing new elements and approving the annual data collection and reporting manual can be found at <https://www.pesb.wa.gov/preparation-programs/program-application-review/annual-reporting/>

general, Teacher, Alt-Route, and CTE Plan 1 programs will report all elements in the template; the exception to this would be special program specific elements that are to be reported by ONLY the indicated program. These elements will be bold-bordered as well as color-shaded. For quick reference, the color scheme is provided below:

	CTE Plan 2/ B&I, CTE administrator		CTE Plan 2/ B&I, CTE administrator ONLY
	School Counselor / Psychologist		School Counselor / Psychologist ONLY
	Superintendent, Program Administrator		Superintendent, Program Administrator ONLY
	Teacher, Alt Route, Principal, CTE Plan 1		Teacher, Alt Route, Principal, CTE Plan 1 ONLY

In the example in Figure 1, there are no elements beyond those that are not color-shaded that are required of certain CTE, School Counselor, School Psychologist, or Superintendent programs to report. In the future, if a need arises to collect elements that are specific to those programs, the color-shading method will allow for incorporating those elements, while maintaining just one template for all programs.

Let's consider another one of the templates to further illustrate this methodology.

Figure 2 below displays a portion of the template for the Clinical Practice collection. In this collection, the school counselor and psychologist programs have a different structure to their practicum requirements. Their practical is done in two parts, with each part having potentially different hour requirements. To make reporting for this easy, we added another hour field, but here you can see how the color-shading methodology makes it clear that those elements are reported only by the school counselor and psychologist programs.

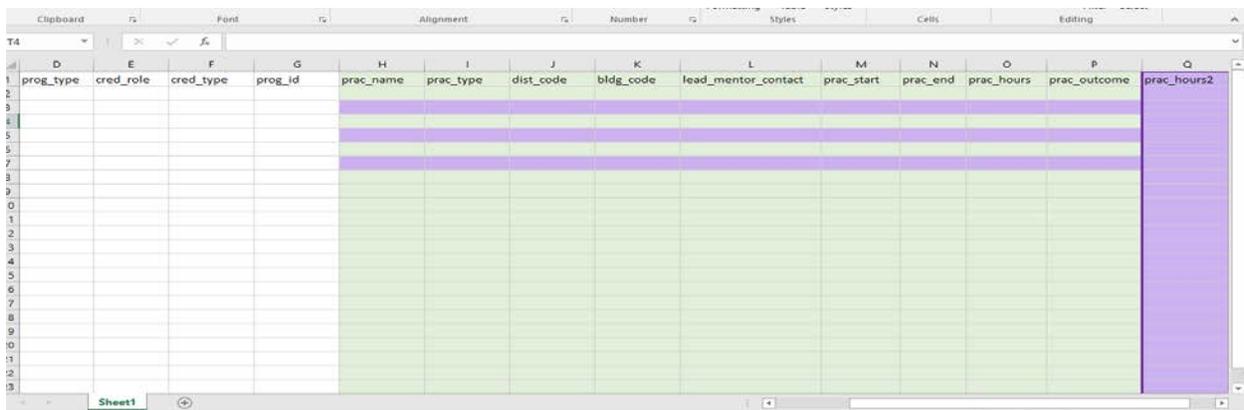


Fig.2 Student Clinical template with alternate cell colors and bold outlined elements

The non-shaded elements are required of all program types. The green shaded columns are required for certain CTE programs, as well as the school counselor and psychologist programs, indicated by the purple cells alternating with the green cells in those columns. The two fields on the end are shaded only in purple, indicating these are required for the school psychologist and counselor programs. Because they are also bold-outlined in purple, this indicates that these two elements need be reported **ONLY** by the school psychologist and counselor programs, and **NOT** by the teacher, principal, and CTE Plan 1 programs. If there was no bold outlining for these two elements, those programs **WOULD** be expected to report them, since those programs are required to report **ALL** elements in the file except those that are bold outlined for a specific program type.

NOTE: These are just examples to illustrate specific concepts. Refer to the actual templates for the real designations for what gets reported by what programs.

Summary: For each collection, include the data for all your program types in one file. For example, if you have both a teacher program and a school counselor program, you will include for your school counselor program only the elements required for the school counselor program in each record for your school counselor candidates, and include for the teacher program all the elements required for the teacher program in each record for the candidates in your teacher program. This will result in blank cells for your school counselor candidates in the columns for the elements that are only required to be reported for the teacher program. This is expected, and is correct.

Once all your data is correctly entered for all your programs in all four student files, and your PEAB meeting file, program file, and institution files are complete, **ZIP ALL SEVEN FILES TOGETHER AND SUBMIT ONE ZIP FILE TO ERDC THROUGH SFT. Do not submit your files individually.**

On Whom to Report. All elements on each template should be reported for all candidates in the program associated with that submission. Regarding teacher endorsement candidates who already have an initial certificate upon enrollment, these candidates should be reported in all student collection templates, including the admissions collection, unless that candidate earned their initial certificate through your program in a previous admission. For these candidates, report them in the demographic file with the code for “re-admit” in the prev_degree field.

For the admissions collection, report all applicants who were deemed by the program to be viable applicants. Individuals who lack the basic minimum requirements to apply to the program, but applied anyway, and therefore were excluded from consideration, do not need to be reported.

For What Timeframe to Report. Because of legislative reporting requirements regarding alt route candidates and programs, reporting on candidates enrolled anytime from AY 2017-18 forward is necessary. However, to reduce the burden of locating historical data, only certain elements will be required to be filled in going back for **three** years. Since much of this data was reported in the 2018-19 data collection cycle, programs will be asked to look at those data one more time and make any needed corrections, and cut and paste it over to the new templates or otherwise get the data into the templates for submission this year. The fields in each collection file for the 2019-20 cycle that are necessary to have the 3-year look-back are coded in blue again this year, as they were last year. This includes both old elements from last year’s collection and elements that are being collected for the first time this cycle.

Reporting on Summer Terms. The data collection structure is oriented towards tracking and understanding what happens during candidates' time progressing through a program pathway. This allows for identification of cohorts of candidates to track, based on differing definitions of "cohort." To facilitate this type of analysis, the differing ways in which summer term is treated by programs must be made clear. Institutions can run summer term as the beginning of their academic year (LEAD), or the end (LAG).

Identifying a cohort of students based on an academic year masks influences that may be due to time-based events affecting students coded as enrolled during summer term (such as the occurrence of a pandemic). Summer term students at institutions where summer is lead are enrolled at a different point in actual time than students enrolled in summer term at institutions where summer is lag. This is not the case for students enrolled in fall, winter, or spring terms. Regardless of where summer term occurs, fall, winter, and spring terms occur at the same point in actual time for everyone.

PESB reporting standardizes the time factor by aggregating to a prototypical academic year based on actual time, running September 1 through August 31 of the following calendar year. This means for those schools that run summer term as the leading term of their academic year, there is a mismatch between the institutional academic year and the PESB reporting year. Lack of attention to this circumstance can lead to confusion, errors in reporting, and inaccurate results from analyses.

To illustrate this issue more clearly, consider this example: In a five-year look-back, the first year reported would include data from AY 2015-16. For institutions where summer is lag, there is no mismatch between the PESB 2016 (2015-16) reporting year and the institutional academic year. The institutions would report fall 2015, winter 2016, spring 2016, and summer 2016, or the semester equivalent for a semester school, and all are considered as institutional AY 2015-16. The aggregations for the PESB 2016 reporting year (2015-16) will include all those terms and is the same as the institution's academic year.

For an institution where summer is lead (first term), only fall 2015, winter 2016, and spring 2016 from the institution's recognized 2015-16 academic year would be included in the PESB 2016 (2015-16) reporting year. But added to that for the PESB 2016 reporting year would be the institution's AY 2016-17 summer term information. Thus, the aggregated year for PESB reporting for 2015-16 would include fall 2015 (institution AY 2015-16), winter 2016 (institution AY 2015-16), spring 2016 (institution AY 2015-16), and summer 2016 (institution AY 2016-17). The PESB reporting year does not match up with the institution or organization's year.

Applied to the current PESB reporting year of 2020, this means that the 2020 aggregated reports will include data from the fall, winter, and spring terms of all institutions' AY 2019-20, AND summer term of institutional AY 2020-21 for those institutions where summer is a leading term, and summer of institutional AY 2019-20 for those institutions where summer is a lagging term.

The confound for the 2020 reporting year is that we still need to collect multiple years of data to build the historical record. We learned from the 2019 year that trying to collect some information according to academic year and other information according to reporting year led to a lot of confusion and possible error. We also learned that collecting just one of those reference points for all the data is not sufficient, given that data is being reported for multiple years. Without term-based information, there is no way to know if data for a school with a leading summer term falls in one reporting year or the next.

Moving to a term-based information collection would complicate the process and make more work for institutions. Our goal is to minimize the work needed to supply the information necessary for reporting. Our solution was to add a second year-based field.

Coding the YEAR and ACADEMIC YEAR fields. Because data is being aggregated for a specific time frame, there are factors that may increase the potential for error that have to be addressed: 1) there are differences between institutions in where summer term occurs in the institutional academic year, 2) this is now a student level collection and tracking student activity across time can be confusing, and 3) that confusion is compounded when collecting multiple years of data.

To help clarify the element of time and reduce the occurrence of error, a field has been added to distinguish between the academic year during which a particular student activity occurred, and the PESB reporting year in which that activity will be aggregated. Two year fields are given: ACADEMIC_YEAR, and YEAR.

ACADEMIC_YEAR: The institutional academic year during which the student activity being reported on occurred.

YEAR: The PESB reporting year for which the data contained in the record should be aggregated.

Summer LAG Schools: The ACADEMIC_YEAR and YEAR fields should always match. This means your academic year matches the timeframe of the PESB reporting year, and so everything that happens for your students during a regular academic year will be included in the same PESB reporting year aggregated reports.

Summer LEAD Schools: For student activity during your summer term, extra care will be needed to ensure the correct PESB reporting year is reflected. The ACADEMIC_YEAR and YEAR fields should match for activity reported that occurred during fall, winter, and spring terms. For summer term activity ONLY, the ACADEMIC_YEAR and YEAR fields will **NOT** match. Please check your entries carefully for accuracy. For records containing summer term data, the ACADEMIC_YEAR field should reflect a year that is one year AHEAD of the PESB reporting year entered in the YEAR field.

Careful attention to this will ensure your aggregated reports are accurate for each year. This is extremely important not only for your program and your own data analyses, but also for other state-level reporting that compares metrics across years.

For programs operating in contexts other than within institutions of higher education (IHLs). Also, providers of programs operating outside of IHL's need to take note that the Program File contains the element prog_award_level, which defaults to consideration of IHE programs. To complete this field check in with ERDC technical staff.

Other Considerations.

PEAB Reporting. For 2020 reporting PEAB reports have been streamlined into one form and changed to enable more specific collection of recommendations, and responses to recommendations. PEAB recommendations will be added to the PEAB template and added to your SFT account. A notice will go out to all DAs when those templates have been uploaded. You can then download your template to complete from there. Include the completed file as one of the seven files you submit in your ZIP file to complete your reporting for the year.

Look-up Tables. The Data Manual Appendices Excel Workbook (found at the same link as the manual and the .xlsx templates) contains several tabs with look-up values for different aspects of your reporting. Tab A contains all elements that have valid values, ordered alphabetically for your convenience. Tab B contains the race codes used for race and ethnicity reporting. Tab C gives all the endorsement codes that are valid for the reporting year. Note that some codes used in previous years are no longer needed. Please use only those codes that appear in this list. Tab D provides the OSPI building codes to be used in the Clinical Practice file for district and school building where a candidate completes their practice requirement. Tab E is where you will find your Institution code if you don't know it. Tab F details the Domain Standards to help you with your PEAB reporting. Tab G gives a full list of approved basic skills exams for out of state candidates and codes for them. Tab H contains the full list of elements for 2020, arranged alphabetically.

Required data elements are to be collected and reported as instructed in this manual. Edit checks for 2020 will be done manually and institutions will be notified of the results when the process is complete. In the future, the edit checks will be built into the data submissions framework and will be automatic. Cross-field validations as well as out-of-range validations will be done; if a submission does not pass the edit checks, the data will not pass into our system, and information will be returned to the submitter about the errors so the file can be amended and the data resubmitted.

Troubleshooting

What happens after submission. Once your files have been uploaded to the ERDC SFT system, the process at ERDC is still a manual one. An ERDC analyst will examine your files, do within field, cross-field, and cross-file edit checks to ensure all business rules are satisfied, fields are not missing data when data is expected, no anomalous characters are present, and there is consistency in reporting across the files. These edit checks, because they are still a manual process, take time to perform. Once all checks have been done, an email will be sent back to the submitter with file-by-file information on the quality of the data, and any errors that need to be fixed. This process continues in an iterative cycle until all files are considered clean and ready for analysis.

What you can do BEFORE you submit. To help data submitters complete their submissions with the fewest possible errors, tutorial videos are in the works on how to correctly enter data into the templates, and then how to do the same error checks that are done at ERDC so data submitters can diagnose their own data quality before submitting their files. When these are available they will be posted at the same places where this manual is found.

FAQ

The FAQ document, or Frequently Asked Questions, will be published and maintained as a separate document so that it can be added to as questions come up.

Data Validation

Before any aggregated data files are sent to PESB, program providers will have an opportunity to review the aggregations calculated by the ERDC and sign-off on them as correct. If time and resources permit, this process will be accomplished through the Tableau data visualization mechanism housed by ERDC to display the aggregations. There will be a button within the display to either dispute or accept the results. If the results are in dispute, an email will go to the ERDC researcher who did the calculations and he or she will contact the data administrator to resolve the issue.

[If a program provider would like to download the aggregations file, there will be functionality available within the Tableau dashboard to do that. When these instructions are ready, the manual will be updated and republished.]

If the Tableau framework is not available, workbooks will be loaded to SFT for each institution with their aggregated reports on separate tabs. Data administrators can respond directly to ERDC with questions or acceptance.

2020 Reporting Schedule

Previously, when programs were reporting their aggregated data files directly to PESB, all data files were due by October 31st. This deadline will remain in effect for reporting student-level files to the ERDC. However, for the 2020 submission, due to the COVID-19 outbreak, the submission deadline will be extended to November 30, 2020. The window for submitting data will open at 12:01 AM on September 1st, 2020 and close at 12:00 midnight on November 30th. It is strongly suggested that programs have their data submitted early to ensure all data files pass edit checks and are of sufficient quality. For technical assistance during the submission window, submitters can contact either of the ERDC staff listed on the front of this manual. During the previous data submission period, there was an option to complete a Late / Incomplete Data notification. This notification was used only during the 2019 reporting period and does not apply to the 2020 reporting period.

From December 1 through December 21st, 2020, ERDC will work with the submitted data and perform all the data cleaning and aggregation routines, then load the results into the Tableau dashboard framework for validation, or provide workbooks through SFT for validation. From December 22nd through January 15th, 2021, institutions will have the opportunity to review and accept the aggregated results that will be reported to PESB. Alt route aggregations for legislative reporting will be sent to PESB on December 22nd. These aggregations are state level, not institution level, so individual institution verification, while desirable, is not critical. If discrepancies are found in any element involved in the alt route calculations that impacts the results in a significant way, adjustments with PESB will be made as soon as the problem is identified. Between January 5th and January 18th, 2021, ERDC will be performing additional data formatting to meet the technical needs of PESB, and on January 19th, all aggregated results will be released to them.

This means that even though the validation window is open until January 15th, institutions need to have accepted their results before that date. If an institution waits until January 15th to review their data aggregations, and find they are unwilling to accept the results, then ***their submission to PESB will be late.***

To recap the 2020 timeline:

- September 1st – submission window opens, institutions begin submitting data
- November 30th – submission window closes, all data must be in to ERDC
- December 1 – 21st – data cleaning and aggregation work by ERDC
- December 22nd – alt route reporting aggregations sent to PESB
- December 22nd – January 15th – institutions validate aggregation results
- January 5th – January 18th – data formatting to PESB specs
- January 19th – aggregated data files released to PESB

2020 file formats:

**Starred fields comprise the key and repeat across all student level files. These are the elements the files will be joined on.*

*Field names in **red** indicate new elements to be collected for reporting in 2021. These elements can be reported in 2020 if available.*

*Fields in a solid **green** box indicate elements that trigger multiple record entries; elements where the text is green indicates those elements that go along with the trigger element.*

*Fields in **blue** are those for which 3 years of historical data is needed for alt route reporting.*

PEAB MEETINGS

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
inst_code	varchar	4	Institution code	
mtg_date	date	10	Date of PEAB meeting; use mm/dd/yyyy format (including slashes)	
cred_role	int	3	Credential role reviewed	
adv_grp_name	varchar	60	Official name of the advisory group	
comp_flg	int	2	All WAC defined appointments are in place	
exp_num	int	2	Expected number to attend	
attnd_num	int	2	Actual number in attendance	
prog_data	int	2	Indicator that data from the program was presented	
prog_data_sat	int	2	Average satisfaction score the quality and appropriateness of the program data	
pesb_data	int	2	Indicator that data from PESB was presented	

PEAB MEETINGS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
pesb_data_sat	int	2	Average satisfaction score the quality and appropriateness of the PESB data	
stand_rev	varchar	3	Standard / Domain that was reviewed during the meeting	
component_area	varchar	3	Component area of the standard / domain that was reviewed during the meeting	
component	varchar	3	Specific component of the component area that was reviewed under this standard / domain during the meeting	
recommendation	int	3	Subject area code of recommendation made, if any	
recommend_text	varchar	255	Summary text of recommendation made, if any	Optional
prev_yr_response	varchar	255	Summary of response made to previous year's recommendations	

INSTITUTION FILE

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
inst_code*	varchar	4	Institution code	
inst_enroll_year*	varchar	6	academic enrollment year (institutional academic year); ex: 201415	
summer_lead	int	3	Summer term is considered the beginning of the academic year (lead), as opposed to the end of the year (lag)	
inst_enroll_term	varchar	2	Term for which institution term dates are being reported	
course_campus	varchar	50	Campus where courses of a program are delivered for which dates are being reported	
campus_enroll_term_sys	int	3	Term system for campus where program courses are delivered	
campus_enroll_term_start	date	10	First day of attendance for term and campus being reported; use mm/dd/yyyy format	
campus_enroll_term_end	date	10	Last day of term for campus being reported; use mm/dd/yyyy format	
campus_enroll_census	date	10	Date for term and campus being reported when census is taken; use mm/dd/yyyy format	

PROGRAM FILE

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
inst_code	vchar	4	institution code	
year	vchar	6	PESB reporting year for information being reported; ex: 201415	
prog_award_name	vchar	50	institution assigned program name	
prog_id*	vchar	9	institution assigned program ID	
prog_term_type	int	2	indicator of program term system (may differ from institution system)	
prog_award_level	int	3	highest level of award earned from completion of program	
prog_award_req_cred	int	5	number of credits required to earn highest program award	
prog_length_min	int	3	minimum number of months of regular full-time enrollment expected to complete the program	
prog_length_max	int	3	maximum number of months of regular full-time enrollment expected to complete the program	
prog_field	vchar	25	institution description of the field of study associated with the reported program	
prog_field_CIP	vchar	6	program field of study CIP code (6-digit)	
prog_conc	vchar	25	institution description of the concentration, focus, or emphasis within the field of study for the reported program	Optional
prog_conc_CIP	vchar	6	program area of concentration CIP code (6-digit)	Optional

STUDENT DEMOGRAPHICS

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
year*	varchar	6	PESB reporting year for information being reported; ex: 201415	
academic_year*	varchar	6	Institutional academic year during which activity being reported occurred: ex: 201516	
inst_code*	varchar	4	institution code	
stu_id*	varchar	10	Student identification number assigned in the institutions or organization information system.	
prog_type*	int	3	Type description of program	
cred_role*	int	3	Credential description	
cred_type*	int	3	Type description of credential	
prog_id*	varchar	12	institution assigned ID for the program student is enrolled in (as reported in the Program Collection)	Must correspond to an entry in the program file
first_name	varchar	50	student first name	
last_name	varchar	50	student last name	
middle_name	varchar	50	Student middle name	
birth_date	date	10	student date of birth; use mm/dd/yyyy format (include slashes)	

STUDENT DEMOGRAPHICS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
ssn	int	9	student ssn	Must be full 9-digit SSN
first_gen	int	2	first generation indicator; a student is considered first generation if the parent(s) the student lives (lived) with the majority of the time has (had) not attained a Bachelor's degree (while the student lived with them). REPORTED AS OF TIME OF ADMISSION	
first_lang_Eng	int	2	English is first language indicator; REPORT AS OF TIME OF ADMISSION	
gender	int	2	student self-reported gender	
race_code1	vchar	3	student self-reported race	
race_code2	vchar	3	student self-reported race	Optional
race_code3	vchar	3	student self-reported race	Optional
race_code4	vchar	3	student self-reported race	Optional
race_code5	vchar	3	student self-reported race	Optional
race_code_HISP	vchar	3	student self-reported race – Hispanic use only	Optional
race_code_HISP2	vchar	3	student self-reported race – Hispanic use only	Optional
race_code_HISP3	vchar	3	student self-reported race – Hispanic use only	Optional

STUDENT DEMOGRAPHICS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
prev_degree	int	5	Indicator of highest level of previous completed college award, if any; or returning student	
gpa	int	4	cumulative GPA AT TIME OF ADMISSION, calculated from the most recent 45 quarter credits earned (or all credits if less than 45, or simple high school cumulative GPA if from high school) of the highest education level attempted, irrespective of institutions attended; assigned grades above "A" = 4 points	
gpa_level	int	3	indicator of the level the GPA field was calculated at	
enroll_date	vchar	6	first institutional academic year term student was counted as enrolled for credit in prog_id at census date; use termYYYY format	Required if number of enrolled terms is > 0; see COVID-19 Guidance for Data Administrators, Appendix C
terms_attended	int	3	number of terms to date student has enrolled for credits in the specific program_id and attended past census day	See COVID-19 Guidance for Data Administrators, Appendix C
crntyr_endorse_active	vchar	6	endorsement goal actively pursued during PESB reporting period	
endorse_complete_date	vchar	6	PESB reporting term and year student completed all requirements for endorsement; use format termYYYY	Optional; if used see COVID-19 Guidance for Data Administrators, Appendix C
endorse_recommend	int	2	indicator of recommendation of student for endorsement	Required if endorse_complete_date is not null; see COVID-19 Guidance for Data Administrators, Appendix C

STUDENT DEMOGRAPHICS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
prevyr_endorse_inactive	varchar	6	endorsement goal actively pursued in the PESB reporting year prior to the current reporting period, but which student DID NOT complete	Optional
inactive_endorse_year	varchar	4	PESB reporting year in which inactive endorsement was last pursued	Required if prevyr_endorse_inactive not null
cw_completion_date	varchar	6	Institutional academic term and year student completed all program coursework requirements AND submitted PGP; use format termYYYY	Optional; if used see COVID-19 Guidance for Data Administrators, Appendix C
cwtest_completion_date	varchar	6	Institutional academic term and year student completed all coursework AND testing requirements; use format termYYYY	Optional; if used see COVID-19 Guidance for Data Administrators, Appendix C
recommend	int	3	certification recommendation indicator	See COVID-19 Guidance for Data Administrators, Appendix C
Title_II_flag	int	2	Indicator that this student is considered by the program to be a completer for the purposes of Title II reporting	
exit_date	varchar	6	last term and year of enrollment for program leaver; use termYYYY format	Optional; if used see COVID-19 Guidance for Data Administrators, Appendix C
exit_reason	int	2	Category for reason student left program	Required if exit_date is not null; if used see COVID-19 Guidance for Data Administrators, Appendix C

STUDENT ADMISSIONS

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
year*	varchar	6	PESB reporting year for information being reported; ex: 201415	
academic_year*	varchar	6	Institutional academic year during which activity being reported occurred: ex: 201516	
inst_code*	varchar	4	institution code	
stu_id*	varchar	10	institutional student ID	
prog_type*	int	3	Type description of program	
cred_role*	int	3	Credential description	
cred_type*	int	3	Type description of credential	
prog_id*	varchar	12	institution assigned ID for the program student is enrolled in (as reported in the Program Collection)	
applicant_id*	varchar	20	Unique applicant ID assigned at time of application screening; is the concatenation of first four letters of last name, first name initial, application date, and program id number, with trailing zeros. For names shorter than 4 letters, fill with zeros.	
gender	int	2	student self-reported gender	
race_code1	varchar	3	student self-reported race	

STUDENT ADMISSIONS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
race_code2	varchar	3	student self-reported race	Optional
race_code3	varchar	3	student self-reported race	Optional
race_code4	varchar	3	student self-reported race	Optional
race_code5	varchar	3	student self-reported race	Optional
race_code_HISP	varchar	3	student self-reported race – Hispanic use only	Optional
race_code_HISP2	varchar	3	student self-reported race – Hispanic use only	Optional
race_code_HISP3	varchar	3	student self-reported race – Hispanic use only	Optional
asset_prime	int	3	category indicator for primary candidate asset considered in application process	
asset_prime_txt	varchar	50	text description of the primary asset considered in the application process	
asset_aux	int	3	category indicator for auxiliary candidate asset considered in application process	Optional
asset_aux_txt	varchar	50	text description of the auxiliary asset considered in the application process	Required if asset_aux is not null

STUDENT ADMISSIONS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
deficiency_prime	int	3	category indicator for primary candidate deficiency identified in application process	Required if decision = 2; see COVID-19 Guidance for Data Administrators, Appendix C
deficiency_prime_txt	varchar	50	text description of the primary deficiency considered in the application process	Required if deficiency_prime is not null; see COVID-19 Guidance for Data Administrators, Appendix C
deficiency_clear_date	date	10	date that identified candidate deficiency was cleared; use mm/dd/yyyy format (include slashes)	Required if decision = 2 and enroll_date is not null; see COVID-19 Guidance for Data Administrators, Appendix C
deficiency_aux	int	3	category indicator for auxiliary candidate deficiencies identified in application process	
deficiency_aux_txt	varchar	50	text description of the auxiliary deficiency considered in the application process	Required if deficiency_aux is not null
decision	int	2	indicator of candidate acceptance to program*	See COVID-19 Guidance for Data Administrators, Appendix C
endorse_code_initial	varchar	6	Student declared endorsement goal at time of enrollment	
waitlist_date	date	10	date student was placed on waitlist; use mm/dd/yyyy format (include slashes)	Required if decision = 3; see COVID-19 Guidance for Data Administrators, Appendix C
entrance_exam1	int	3	entrance exam type	See COVID-19 Guidance for Data Administrators, Appendix C

STUDENT ADMISSIONS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
basic_skills_area1	int	3	basic skills area this exam was used for in the admissions process	Required if entrance_exam1 is not null
score_exam1	int	6	score student obtained for the basic skills section reported	See COVID-19 Guidance for Data Administrators, Appendix C
exam_stat1	int	3	status of exam performance	Req if entrance_exam1 not null
alt_comp_demo_txt1	varchar	255	description of how degree of competency in basic skill area 1 was determined if not solely based on test performance, and remediation status of candidate	Required if exam_stat1 = 20
entrance_exam2	varchar	25	name of other entrance exam	See COVID-19 Guidance for Data Administrators, Appendix C
basic_skills_area2	int	3	basic skills area this exam was used for in the admissions process	Required if entrance_exam2 is not null
score_exam2	int	6	score student obtained for the basic skills section reported	
exam_stat2	int	3	status of exam performance	Required if entrance_exam2 is not null
alt_comp_demo_txt2	varchar	255	description of how degree of competency in basic skill area 2 was determined if not solely based on test performance, and remediation status of candidate	Required if exam_stat2 = 20
entrance_exam3	varchar	25	name of other entrance exam	See COVID-19 Guidance for Data Administrators, Appendix C

STUDENT ADMISSIONS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
basic_skills_area3	int	3	basic skills area this exam was used for in the admissions process	Required if entrance_exam3 is not null
score_exam3	int	6	score student obtained for the basic skills section reported	
exam_stat3	int	3	status of exam performance	Required if entrance_exam3 is not null
alt_comp_demo_txt3	varchar	255	description of how degree of competency in basic skill area 3 was determined if not solely based on test performance, and remediation status of candidate	Required if exam_stat3 = 20

STUDENT ASSESSMENTS

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
year*	varchar	6	PESB reporting year for information being reported; ex: 201415	
academic_year*	varchar	6	Institutional academic year during which activity being reported occurred: ex: 201516	
inst_code*	varchar	4	institution code	
stu_id*	varchar	10	institutional student ID	
prog_type*	int	3	Type description of program	
cred_role*	int	3	Credential description	

STUDENT ASSESSMENTS, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
cred_type*	int	3	Type description of credential	
prog_id*	varchar	12	institution assigned ID for the program student is enrolled in (as reported in the Program Collection)	
assess_code	varchar	4	PESB assigned code for the reported assessment	See COVID-19 Guidance for Data Administrators, Appendix C
test_code	int	3	PESB assigned code for test and vendor of reported assessment	See COVID-19 Guidance for Data Administrators, Appendix C
assess_name	varchar	60	PESB approved name for reported assessment	See COVID-19 Guidance for Data Administrators, Appendix C
rubric_name_edTPA	varchar	25	score name identifier for subscale of edTPA being reported	Required if test_code = 40
test_date	date	10	date student took reported assessment; use mm/dd/yyyy format	See COVID-19 Guidance for Data Administrators, Appendix C
score	varchar	6	earned score or condition code on reported assessment; if edTPA, use most recent score, all others use best score	See COVID-19 Guidance for Data Administrators, Appendix C
passed	int	2	pass / no-pass indicator for reported assessment	See COVID-19 Guidance for Data Administrators, Appendix C
enroll_cat	int	3	Indicator of the enrollment status of the student relevant to the program associated with the assessment, as of the time the test results were recorded by the program.	

CLINICAL PRACTICE

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
year*	varchar	6	PESB reporting year for information being reported; ex: 201415	
academic_year*	varchar	6	Institutional academic year during which activity being reported occurred: ex: 201516	
inst_code*	varchar	4	institution code	
stu_id*	varchar	10	institutional student ID	
prog_type*	int	3	Type description of program	
cred_role*	int	3	Credential description	
cred_type*	int	3	Type description of credential	
prog_id*	varchar	12	institution assigned ID for the program student is enrolled in (as reported in the Program Collection)	
prac_name	varchar	50	institution assigned descriptive name for student clinical practice	
prac_type	int	3	type description of clinical practice	
dist_code	int	5	OSPI district code of district where majority of clinical practice is performed; if site is not a school building, enter the district code for the district in which the site is located	

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
bldg_code	int	5	OSPI building code for school building where majority of clinical practice is performed if applicable	

CLINICAL PRACTICE, cont'd

FIELD NAME	FORMAT	LENGTH	DEFINITION	RULES
lead_mentor_cert	varchar	10	certificate number of lead mentor teacher overseeing student clinical practice	
lead_mentor_contact	varchar	35	mentor teacher work email address	
prac_start	date	10	clinical practice start date; use mm/dd/yyyy format (including slashes)	See COVID-19 Guidance for Data Administrators, Appendix C
prac_end	date	10	clinical practice end date; use mm/dd/yyyy format (including slashes)	See COVID-19 Guidance for Data Administrators, Appendix C
prac_hours	int	5	The number of total hours of clinical practice completed by the candidate	See COVID-19 Guidance for Data Administrators, Appendix C
prac_outcome	int	3	program supervisor report of student performance status in clinical practice	Required if prac_end is not null; see COVID-19 Guidance for Data Administrators, Appendix C
prac_hours2	int	5	ONLY for candidates in a school counselor or school psychologist programs. Use this field to indicate the number of hours of clinical practice <u>COMPLETED</u> for the <u>INDIRECT CONTACT</u> portion of the clinical experience.	

DATA DEFINITIONS & INSTRUCTIONS

DATA DEFINITIONS – ALPHABETICAL LISTING

ELEMENT	DESCRIPTION	COLLECTION
academic_year	This is the institutional academic year; ex: 201516	All
adv_grp_name	This is the name that the advisory group is called by the Institution. It can be whatever the institution determines it should be.	PEAB Meetings
alt_comp_demo_txt1	These fields are provided so the program can give more information about what method was used to determine an applicant's level of competency in the basic skills area, indicated by the accompanying fields	Admissions
alt_comp_demo_txt2		

ELEMENT	DESCRIPTION	COLLECTION
alt_comp_demo_txt3	<p>in those instances when competency was not determined solely based on the results of the test. These fields should also include information about whether the determination by other methods noted resulted in a need for remediation in the specific basic skills area. If an alternate assessment method was used and no remediation is needed, a simple statement of that fact should be included.</p>	

ELEMENT	DESCRIPTION	COLLECTION
applicant_id	<p>Each applicant to a program that is considered as a viable applicant needs to have a unique identifier. Since some applicants may not be admitted and therefore will not be assigned an institution id, the institution id is not sufficient here. Further, for research purposes across institutions, the applicant id needs to have a common format. Please use the format of the first four letters of the applicant last name, first name initial, application date (mmddyyyy) and program id (as indicated in your program collection) for the program they applied to. Fill the remainder of the bytes in the field with zeroes so the id is a full 20 characters long. EXAMPLE: SMITJ032220191234500</p> <p><i>IF THE APPLICANT HAS A LAST NAME OF LESS THAN FOUR LETTERS, FILL IN THE MISSING LETTERS WITH A ZERO.</i></p> <p>EXAMPLE: Lin Vu applied to program ID 12345 on April 24, 2018. The applicant ID would be VU00L042420181234500.</p>	Admissions
assess_code	<p>This is the value found in the column of the “<i>Appendix for Report Guidance & Data Manual</i>” on the PESB website (link provided in Appendix B of this document) marked “Assessment Code” for the specific assessment and test code you are reporting. This is the same information you have reported in previous years.</p>	Assessment
assess_name	<p>This is the value found in the column marked Assessment Name in the same spreadsheet referenced for the assess_code element.</p>	Assessment

ELEMENT	DESCRIPTION	COLLECTION
asset_aux	<p>The collection of applicant assets and deficiencies has been reconfigured for research purposes. A program must report at least one asset for each applicant that was the strongest asset that applicant brought to the table. This asset is reported in the “asset_prime” field. If a program wishes to report additional assets that the applicant demonstrated, or that the program considered in the application process, they can be reported here in this field. Multiple records can be submitted to indicate more than one additional asset. The long list of previous program-specified assets and deficiencies has been categorized into a smaller number of broad areas. In the asset and deficiencies fields, the category number that most closely corresponds with the asset or deficiency should be entered. The asset and deficiency text fields are used to describe in greater detail what the specific asset or deficiency is.</p>	Admissions
asset_aux_text	<p>A text description of any additional assets reported in the asset_aux field goes here.</p>	Admissions
asset_prime	<p>The category label for the primary asset of the applicant considered in the application process is entered in this field. The accompanying text field allows for additional description.</p>	Admissions
asset_prime_text	<p>A text description of the primary applicant asset considered during the application process should be entered here to indicate with more detail what the asset was.</p>	Admissions
attend_num	<p>The number of advisory committee members actually in attendance at the PEAB meeting being reported.</p>	PEAB Meetings

ELEMENT	DESCRIPTION	COLLECTION
basic_skills_area1 basic_skills_area2 basic_skills_area3	These fields are used to indicate which basic skills area is being evaluated by the reported assessment. Each assessment has a corresponding category code found in the valid values list for these elements. These codes are not the same as codes listed in the PESB assessment workbook. Use code "900" for an assessment deferred due to COVID-19.	Admissions
birth_date	This is the candidate's date of birth. Use format mm/dd/yyyy, including the slash marks.	Student Demographics
bldg_code	<p>OSPI maintains a list of codes for all school buildings and district offices. This combined list is provided on Tab D in the Appendices Workbook.</p> <p>If a candidate's clinical practice was performed at a district office, enter the district code in both the bldg_code and dist_code fields.</p> <p>If the clinical practice was performed at a location other than a school building or a district office, enter the district code of the school district in which the clinical practice site is located in both the bldg_code and dist_code fields.</p> <p>If the clinical practice was performed at a location in another state there is a separate code for that. Use this code in both the bldg_code and dist_code fields. The specific state location is not needed.</p> <p>If the clinical practice was performed at a location outside the USA, there is a separate code to indicate this. Use this code in both the bldg_code and dist_code fields. No further detail about the location is needed.</p>	Clinical Practice

ELEMENT	DESCRIPTION	COLLECTION
campus_enroll_term_sys	This field is used to indicate the structure of the term system that is used on the campus being reported for an institution. For example, an institution may use a quarter system on one campus, while using a semester system on another campus. Each campus would be reported for the institution with its specific term system indicated in this field.	Institution
campus_enroll_term_start	Enter the date the specified term begins (first day of attendance) for the specified campus, using the mm/dd/yyyy format, including slash marks.	Institution
campus_enroll_term_end	Enter the date of the last actual day of the specified term for the specified campus, using the mm/dd/yyyy format, including slash marks.	Institution
campus_enroll_census	Mandated reporting for federal funding streams requires that enrollment be reported as of "Day 10" for each enrollment period for a campus / institution. This is also called "census day" and does not necessarily fall on the exact tenth day of the enrollment period. In this field please indicate what date for each term / campus the enrollment snapshot is made as the official federal day 10 count. Use the mm/dd/yyyy format, including the slash marks.	Institution
comp_flg	This field is used to indicate whether a program is in compliance with administrative and other PESB rules with regards to the composition and operation of the PEAB group whose activity is being reported on.	PEAB Meetings

ELEMENT	DESCRIPTION	COLLECTION
component	This field is used to report the specific Component of a Component Area of a Domain Standard that was discussed during the reported PEAB meeting. See Tab F in the Appendices Workbook for a fully expanded list of Components and Component Areas for the Domain Standards.	PEAB Meetings
component_area	The PEABs are tasked with discussing relevant data and issues related to the Domain Standards outlined in the WACs. These seven Domain Standards are comprised of Component Areas, and subdivided further into Components. This field is to indicate which Component Area of a Domain Standard was discussed. Please refer to Tab F in the Appendices Workbook for the fully expanded list of Domain Standards, Component Areas and Components.	PEAB Meetings
course_campus	Report here the name of a campus where student instruction occurs. If an institution has multiple campuses where educator preparation instruction occurs, then multiple records will be needed. If an institution operates a campus where educator preparation instruction does NOT occur, that campus does not need to be reported.	Institution

ELEMENT	DESCRIPTION	COLLECTION
cred_role	<p>This is one of several fields used to indicate the nature of study a candidate has undertaken. This element is also part of the key (collection of elements) used to match student information across the various collections. Use the category system provided by the valid values for this element to determine the appropriate role for the candidate's program of study. This element also appears in the PEAB Meeting collection, defined as the credential role that is the subject of the group or discussion.</p> <p>NOTE: Valid values have been added to provide the ability to distinguish students enrolled in a traditional program as either a regular student or an alt route student. Use these codes for students enrolled in both traditional and alt route program types.</p>	PEAB Meeting Student Demographics Admissions Assessment Experience / Clinical Practice
cred_type	<p>This field is also one of the fields used in the matching key to connect student information across the collections. The list of valid values has been condensed down to just four. Enter the appropriate value for the type of credential the candidate is pursuing.</p>	Student Demographics Admissions Assessment Experience / Clinical Practice
crntyr_endorse_active	<p>Use this field to indicate the endorsement code for the endorsement actively pursued by the candidate during the PESB reporting year. Actively pursued means engaged in activity required to be recommended for the endorsement. If more than one endorsement was actively pursued during the reporting year, insert additional records, one for each endorsement, to indicate all endorsement activity for the candidate for the reporting year.</p>	Student Demographics

ELEMENT	DESCRIPTION	COLLECTION
cw_completion_date	This field is used to capture the institutional year and term when all required coursework was completed by the candidate for the credential they are pursuing. Coursework for this purpose does NOT include testing requirements, but DOES include successful submission of the PGP. Use the format termYYYY, where term is the two letter value provided in the valid values table in the Appendices Workbook.	Student Demographics
cwtest_completion_date	When both coursework requirements AND testing requirements have been completed, the institutional year and term when both are done is indicated in this field. Use format termYYYY. If the testing requirement is being deferred due to COVID-19, enter "DEFER" in this field.	Student Demographics
decision	This field is used to describe the decision that was made about an applicant's admission to a program.	Admissions
deficiency_aux	If an applicant had multiple deficiencies that were considerations in the application process, especially if they led to rejection of the applicant, those deficiencies should be reported in the deficiency fields. The biggest deficiency, or in other words, the one that carried the most impact in the decision process, should be reported in the deficiency prime field. All others can be reported in the deficiency aux field, with multiple records submitted if there is more than one auxiliary deficiency. The same category list used for describing assets is to be used here, and accompanying text fields are provided so a more detailed description of the deficiency can be given.	Admissions

ELEMENT	DESCRIPTION	COLLECTION
deficiency_aux_txt	Detailed description should be given in this field for any auxiliary deficiency that has been reported.	Admissions
deficiency_clear_date	If a candidate was admitted conditionally with a deficiency that needed to be cleared, enter in this field the date the program acknowledged the deficiency to have been cleared. Use the format mm/dd/yyyy, including the slashes.	Admissions
deficiency_prime	Use this field to indicate what the main deficiency of the applicant was, especially if that deficiency led to a rejection of the applicant for the program. If an applicant is conditionally admitted, this field is required.	Admissions
deficiency_prime_txt	A detailed description of the primary deficiency noted for the applicant is provided here.	Admissions
dist_code	Enter the OSPI district code for the district in which the candidate's clinical practice is located. For non-school sites, this will be duplicated in the bldg_code field. Codes are provided on Tab D in the Appendices Workbook. See the definition for the bldg_code field for additional clarification on how to report non-traditional sites.	Clinical Practice

ELEMENT	DESCRIPTION	COLLECTION
endorse_code_initial	When an applicant makes application to a program, they may declare an intent to pursue a particular endorsement. Even though this may change after admission to the program, or they may decide to pursue a different endorsement in actuality, this field is intended to capture what endorsement an applicant indicated intent to pursue at the time of admission. All candidates applying to a teacher program type should have an intended endorsement entered.	Admissions
endorse_complete_date	This field is in reference to the endorsement pursuit recorded in the crntyr_endorse_active field. If the candidate completes all requirements for the endorsement reported in the crntyr_endorse_active field during the reporting year, the institutional academic term and year those requirements were completed should be recorded in this field. Use termYYYY format.	Student Demographics
endorse_recommend	This field is also in reference to the crntyr_endorse_active field. Once a candidate completes all requirements and a program officer has officially recommended to OSPI that the endorsement be granted, this field should reflect a 1 for recommended. Otherwise, while the student is actively pursuing the endorsement and has not completed the requirements for the endorsement, and until they have been officially recommended, the value in this field should be left at 0 (not blank).	Student Demographics

ELEMENT	DESCRIPTION	COLLECTION
enroll_cat	<p>This field has been moved from the demographic file to the assessment file to facilitate easier reporting. An additional valid value was added for those students who do not complete coursework and testing requirements in the same reporting year (e.g., finish their coursework, are not officially enrolled in the program, but return at a later date to take their assessments). The category reported should be the enrollment status of the student relevant to the program associated with the assessment, as of the time the test results were recorded by the program.</p>	Assessment
enroll_date	<p>This is the first term of enrollment for a candidate in a particular program. If the student was enrolled on the census date of the first term of their program, then they can be counted as having begun the program. Use the institutional academic termYYYY format.</p>	Student Demographics
entrance_exam1 entrance_exam2 entrance_exam3	<p>Candidates can use the SAT, ACT, or West-B to satisfy the requirement of taking a basic skills exam in each of the three required areas (math, reading, writing). These fields are used to indicate which exam was used for which basic skills area. Use code 99 if the candidate is returning for only an added endorsement, or for some other reason does not need to take an entrance exam. Use code "900" for an assessment deferred due to COVID-19.</p> <p>Out of state candidates who can take other approved tests can be coded with the appropriate test code in these fields.</p>	Admissions

ELEMENT	DESCRIPTION	COLLECTION
exam_stat1 exam_stat2 exam_stat3	<p>These fields are intended to help us understand how the basic skills exams are used to determine competency in the basic skills areas. A passing score is not required by law, but the exam can be used as a diagnostic and planning tool. Choose the value that best describes how the test results were used in relation to the assessment of an applicant’s proficiency level in the indicated basic skills area. If the assessment has been deferred due to COVID-19, use the code “DEFER” in this field.</p>	Admissions
exit_date	<p>This information has been on the list of data to collect, but has not previously been reported. If a candidate leaves the program for some reason, whether by their own choice or by request of the program, the nature of the reason and the date of departure should be documented. This field is to record the last term of attendance for a candidate who leaves. Use the termYYYY format.</p> <p>The exit fields are also used to indicate timing and reason for when a candidate changes programs, or changes alt route designation.</p>	Student Demographics
exit_reason	<p>As indicated in the previous field definition, the nature of the reason for a candidate leaving a program before completion should be documented. Choose the category value that most closely describes why a candidate has left a program before completion.</p> <p>The exit fields are also used to indicate timing and reason for when a candidate changes programs, or changes alt route designation.</p>	Student Demographics

ELEMENT	DESCRIPTION	COLLECTION
exp_num	Of the total number of members on an advisory board, this field records how many were expected to attend the meeting being reported.	PEAB Meetings
first_gen	A candidate is considered to be a first generation college student if the parent(s) a candidate lives (lived) with the majority of the time has (have, had) not attained a Bachelor's degree (while the student lived with them).	Student Demographics
first_lang_Eng	Report in this field whether English is the candidate's first language or not.	Student Demographics
first_name	Candidate's complete legal first name; omit apostrophes and commas	Student Demographics
gender	Candidate self-reported gender; note that response options include "X" for non-binary identification, and is intended to align with recent law changes regarding gender designation options for birth certificates.	Student Demographics Admissions

ELEMENT	DESCRIPTION	COLLECTION
gpa	This field is intended to capture the GPA used at the time of admission in the admissions process. To promote standardization across applicants and across programs and institutions, the following method of calculating a GPA is to be used and results reported here. Note that this requirement does not preclude a program from taking into consideration GPAs that are calculated according to a different methodology or timeframe. For the purpose of reporting here, GPA should be calculated from the most recent 45 quarter credits earned (or all credits earned if less than 45) at the highest education level attempted, irrespective of institutions attended; assigned grades above "A" = 4.00 grade points.	Student Demographics
gpa_level	In recognition of the disparities in GPA as a measure of ability across different education levels, it is important for us to know at what education level the 45 quarter credits were earned. This field allows programs to report the education level of the GPA credits used for their applicants at the time of admission.	Student Demographics
inactive_endorse_year	This field is in reference to the information entered for the prevyr_endorse_inactive field. If a student changes their endorsement pursuit during the reporting year, you will enter the endorsement they dropped into the prevyr_endorse_inactive field. Then, in this field, you will record the year they last pursued that endorsement. Use the YYYY format.	Student Demographics

ELEMENT	DESCRIPTION	COLLECTION
inst_code	State assigned institution code; see list on Tab E of the Appendices Workbook. Note that branch campuses of a large institution will have separate institution codes if each campus reports independently.	Institution Program PEAB Meeting Student Demographics Admissions Assessment Experience / Clinical Practice
inst_enroll_term	This field indicates the term for which the start, end, and census dates are being reported.	Institution
inst_enroll_year	This field indicates the institutional academic year for which the term information is being reported. EXAMPLE: 201415	Institution
last_name	Candidate's full legal last name, excluding any suffix.	Student Demographics
lead_mentor_cert	Enter the OSPI certificate number of the lead mentor teacher for a candidate's clinical practice experience.	Clinical Practice
lead_mentor_contact	Enter the work related email address of the lead mentor teacher for a candidate's clinical practice experience.	Clinical Practice

ELEMENT	DESCRIPTION	COLLECTION
middle_name	Legal middle name of candidate. If candidate has more than one middle name include all with a space between them. Maintain consistency in the order in which the names are presented wherever documented or reported.	Student Demographics
mtg_date	Enter the date when the PEAB meeting that is being reported occurred. Use mm/dd/yyyy format, including the slash marks.	PEAB Meetings
passed	Indicate in this field whether the candidate passed the reported assessment or not. If the reported assessment is an edTPA rubric, use the code "99" to designate this. If the assessment reported is a deferred assessment, enter "900".	Assessment
pesb_data	Use this field to indicate whether the data reviewed by the advisory board was data that had been analyzed by PESB staff and provided to the program staff (as opposed to data that was analyzed by the program staff themselves and then provided to the PEAB).	PEAB Meetings
pesb_data_sat	Advisory boards are asked to rate on a scale of 1-5 their level of satisfaction with the data that was presented during their meeting. This field is where you record the AVERAGE of all the advisory board members' scale ratings for the data they reviewed that was a result of analyses done by PESB and provided to program staff, and then passed on to them for their review.	PEAB Meetings

ELEMENT	DESCRIPTION	COLLECTION
prac_hours	This field applies to ALL candidates engaged in a clinical practice experience. Use this field to indicate the total number of hours of clinical practice <u>COMPLETED</u> by the candidate. For candidates in the school counselor or school psychologist programs, use this field to indicate the number of hours completed for the <u>DIRECT CONTACT</u> portion of the clinical experience.	Clinical Practice
prac_hours2	This field applies ONLY to candidates in a school counselor or school psychologist program. Use this field to indicate the number of hours of clinical practice <u>COMPLETED</u> for the <u>INDIRECT CONTACT</u> portion of the clinical experience.	Clinical Practice
prac_name	Descriptive name given by the program to identify the candidate's specific clinical practice experience.	Clinical Practice
prac_outcome	This field is to capture a very high level assessment by the program-based clinical experience supervisor of whether the candidate successfully completed the experience or met with challenges that impeded progress. A rating scale is provided. Note: If the student has taken a leave of absence or has temporarily paused their participation in a clinical experience use response category "30" for in-progress.	Clinical Practice
prac_start	This is the first day the candidate is on site at their clinical practice location. Use the mm/dd/yyyy format, including the slash marks.	Clinical Practice

ELEMENT	DESCRIPTION	COLLECTION
prac_type	<p>This is a descriptive category field for the type of clinical practice experience the candidate is participating in, in accordance with the role for which the candidate seeks certification. Clinical practice for teacher candidates in programs approved to offer traditional routes to certification must consist of no less than 450 hours in a classroom setting with a qualified mentor teacher. Candidates in programs approved for alternative routes to certification must participate in residency experiences that consist of no less than 540 hours in a classroom setting with a qualified mentor teacher.</p> <p>APPLICATION: If a student is an alt route student, they should be coded with a residency clinical practice experience (no less than 540 hours). If they are a traditional route student, they should be coded in a student teaching experience of no less than 450 hours.</p> <p>TAB F of the appendices workbook provides the Domain Standards. See Domain Standard 6 for more information about clinical practice requirements and details related to Superintendent, Principal, and CTE clinical practice experiences.</p>	Clinical Practice
prac_week	<p>This is the total number of weeks the candidate will be participating in the clinical experience. If the candidate participates only one day or part of one day in a week, count the week as one week.</p>	Clinical Practice
prev_degree	<p>Choose the response category that describes the highest level of any previous educational attainment by the candidate.</p>	Student Demographics

ELEMENT	DESCRIPTION	COLLECTION
prev_yr_response	This is a text field for the program to include a summary of what response was made to a recommendation from the advisory board as documented in the previous year's PEAB data collection. This field will be collected for the first time in 2020, and programs will be provided a list of the recommendations that were submitted for which they need to include a summary response. It is possible and a valid response to indicate that the recommendation was not acted upon. Rationale for that determination should be included in the summary response.	PEAB Meetings
prevyr_endorse_inactive	If during the reporting year the candidate changed the endorsement they are pursuing, this is where you would indicate what endorsement they dropped. Use multiple records if more than one endorsement was dropped.	Student Demographics
prog_data	Indicator field that data reviewed by the advisory board was the result of data analyses done by program staff, and not done by PESB and passed on to the program.	PEAB Meetings
prog_data_sat	This field is in reference to the PEAB meeting and data reviewed by the advisory board that was the result of analyses done by program staff. This field is where you record the AVERAGE satisfaction scale rating of the advisory board members for data that came to them from analyses done by the PROGRAM staff.	PEAB Meetings

ELEMENT	DESCRIPTION	COLLECTION
prog_award_level	<p>In this field indicate what the highest available award for the reported program is. Even if there are options that involved additional credits to earn, and some students do not earn the higher option, if it is considered all one program, enter only the highest award that can be earned.</p> <p>If your program awards an Ed.S degree or certificate, indicate what traditional level this credential is awarded at.</p>	Program
prog_award__name	<p>This is the name the institution has given the specific program being reported.</p>	Program
prog_award_req_cred	<p>Record here the number of credits required to earn the highest award available for this program.</p>	Program
prog_conc	<p>Within fields of study there can be different areas of focus. For example, within education there can be a focus on areas that are not reflected by a particular endorsement, like for music. This field is where you can record what might be a particular area of focus within a program, if there is any at all.</p>	Program
prog_conc_cip	<p>Enter the six digit CIP code that most closely reflects the area of concentration entered in the prog_conc field for the program.</p>	Program
prog_field	<p>This field is for an institution defined description of the field the program is designed to prepare students for.</p>	Program

ELEMENT	DESCRIPTION	COLLECTION
prog_field_CIP	Enter the six digit CIP code that most closely reflects the field the program is designed to prepare students for.	Program
prog_id	This is for the institution defined, unique program identifier. Each program or unique pathway an institution offers for students should be given its own identification number. This ID field needs to appear in all student collections.	Program Demographics Admission Assessment Clinical Practice
prog_length_min	This is the minimum number of months estimated by the program in which a student can complete the program if enrolled as a regular full-time student taking an average number of credits per term.	Program
prog_length_max	This is the maximum number of months estimated by the program that are needed for a student to complete the program and still be considered an on-time completer, based on full-time enrollment and an average number of credits per term. By setting a minimum and maximum expectation, the program has the flexibility to account for normal variations in student participation, based on the program's history and experience with students.	Program
prog_term_type	A program may run a different type of term schedule that its parent institution. This field is to indicate the term structure of the specific program being reported.	Program

ELEMENT	DESCRIPTION	COLLECTION
prog_type	<p>This is a category field to describe the type of program according to categories defined by PESB.</p> <p>If a candidate is an alt route student enrolled in a traditional program, use the program type code for the traditional program, and indicate what kind of alt route student they are by using the codes given for the cred_role field.</p>	<p>Student Demographics Admissions Assessment Experience / Clinical Practice</p>
<p>race_code1 race_code2 race_code3 race_code4 race_code5</p>	<p>These fields are given so that a three digit census code to describe the race of the candidate can be entered here. Entry of two different codes is considered a multi-racial entry. Census codes are given on Tab B of the Appendices Workbook. For continuing students whose race detail may not have been captured previously, a program can use the three digit code that reflects the higher level category that was used to report race previously For example, the three digit code for White is 800, for African American it is 872, etc. Find the code for the category you wish to report and enter it in one of these fields.</p> <p>If you are reporting only one race, enter the code in the first race code field (race_code1).</p> <p>If the student is of Hispanic ethnicity, and indicates other multiple races in addition, code the other races in the race_code1 thru race_code5 fields, and enter the appropriate Hispanic code in one of the race_code_HISP fields. This student will be counted in the Hispanic category, not the multi-racial category, but the detail in the race_code fields will be used in future detailed analyses involving racial disaggregations.</p> <p>If the student is of Hispanic ethnicity and no other race is indicated, use the appropriate Hispanic code(s) in the race_code_HISP fields, and enter 998 into the race_code1 field.</p>	<p>Student Demographics Admissions</p>

ELEMENT	DESCRIPTION	COLLECTION
race_code_HISP race_code_HISP2 race_code_HISP3	If the candidate identifies as having an Hispanic ethnicity, the appropriate three digit code(s) is(are) entered in these fields. See the instructions in the race_code fields definition for additional reporting clarification.	Student Demographics Admissions
recommend	This field is to indicate the status of the candidate with regards to the program recommendation for certification of their teaching certificate. Choose the appropriate category to enter in this field.	Student Demographics
recommend_txt	This field is used in reference to the recommendations made by an advisory board. This is a text field to provide space for a program to add context and detail from an advisory board's discussion about a recommendation that was made.	PEAB Meetings
NOTE: The field is limited to 255 characters.		
recommendation	This is a category response field to indicate the subject matter of a recommendation made by an advisory board. Choose the most closely matching category to describe the topic of the recommendation.	PEAB Meetings

ELEMENT	DESCRIPTION	COLLECTION
rubric_name_edTPA	<p>This field replaces the previous StudentTestCode.ScoreName field to describe which subscale of the edTPA is being reported on. The Appendix for Report Guidance and Data Manual Workbook found on the PESB website lists the subscales with the simple names of SCORE 1, SCORE 2, SCORE 3.....SCORE 18. These names are what would be entered in this field accordingly. The field was simply renamed to be more descriptive of the information being reported. Enter the name is all capital letters with a space after the word SCORE and then the number.</p>	Assessment
score	<p>Report the actual score obtained by the student for the test being reported on. Even though passing scores are not required for the basic skills exams, the actual scores obtained will be reported, but not in this field. The basic skills exams have their own score fields to be used for this purpose.</p> <p>This field can accommodate condition codes that are sometimes reported as scores when a test result is not viable for some reason. Do report these condition codes as well as actual scores.</p> <p>If an assessment is deferred due to COVID-19, enter the word “DEFER” into the field.</p> <p>The score field should not have any blank cells.</p>	Assessment
score_exam1 score_exam2 score_exam3	<p>Even though applicants to a program are only required to TAKE the basic skills assessments, not PASS them, the scores obtained on those exams should be reported in these fields. Use the code “DEFER” in these fields if the assessment has been deferred due to COVID-19.</p>	Admissions

ELEMENT	DESCRIPTION	COLLECTION
ssn	This is the student's full nine digit social security number. Four digit SSNs will not be accepted.	Student Demographics
stand_rev	The number of the Standard / Domain that was reviewed during the meeting. See Tab F in the Appendices Workbook for the full list of Standards / Domains.	PEAB Meetings
stu_id	This is the candidate's regularly assigned student identification number, as referenced in RCW 42.56.290(10)(F) . This number is needed to facilitate the matching algorithm for cross-system data matching, as well as within-institution record matching for extended studies.	Student Demographics Admissions Assessment Experience / Clinical Practice
summer_lead	This field is for the institution to indicate whether they consider summer term to be leading the academic year or ending it. All reporting done by state offices will report results with summer term as leading. Institutions where summer is considered lagging will have transformations applied to their data during analysis phases of reporting to align them with the rest of the state schools, which are summer leading institutions. This ensures comparability of results across institutions.	Institution

ELEMENT	DESCRIPTION	COLLECTION
terms_attended	<p>This field is for a count of the number of terms a candidate has been enrolled for credit in the program ID they were accepted to. Enrollment in a term is counted if the candidate attends instruction beyond the census date.</p> <p>For non-IHL entities, report the number of MONTHS the candidate has been enrolled in the program ID they were accepted to.</p>	<p>Student Demographics</p>
test_code	<p>This field is for the test code number indicated in the Appendix for Report Guidance and Data Manual Workbook on the PESB site for the assessments. Take the number from the column labeled Test Code on the tab for the assessment being reported on.</p>	<p>Assessment</p>
test_date	<p>The date that the candidate took the assessment being reported on.</p> <p>If an assessment had been deferred due to COVID-19 considerations, enter the assessment information using the codes provided in the PESB COVID-19 guidance and the Appendices Workbook, and enter 99/99/9999 in this field.</p>	<p>Assessment</p>
Title_II_flag	<p>This field is used to identify those students the program considers to be reportable for Title II purposes. PESB will report relevant information in their Title II reporting for students identified by the programs via this flag. This field is new, but is required for 2019 reporting due to the nature of the reporting requirements and the difficulty in identifying these students through other means.</p>	<p>Student Demographics</p>

ELEMENT	DESCRIPTION	COLLECTION
waitlist_date	If a student is placed on a wait list for entrance to a program, the date their name was put on that list should be recorded here. Use format mm/dd/yyyy.	Admissions
year	Use this field to indicate the institutional academic year when the information being reported actually occurred; this is used to differentiate actual time from the PESB reporting year. The institutional academic year may or may not line up with the PESB reporting year due to institutional differences in whether summer term is considered lead or lag.	Program Student - Demographics Admissions Assessment Clinical Practice

APPENDIX A
DATA MANUAL APPENDICES EXCEL WORKBOOK

<https://erdc.wa.gov/data-resources/working-with-our-data>

APPENDIX B
PESB ASSESSMENT CODE TABLES

https://docs.google.com/spreadsheets/d/1y6jNmsGK7RloSjDqltk3_sj_K3JAuEXvQ2v88sryFSI/edit#gid=4

APPENDIX C
PESB COVID-19 GUIDANCE FOR DATA ADMINISTRATORS

https://drive.google.com/file/d/1rA_j99MIQvrRlyX_TkOL08_4reUcssPB/view?usp=sharing

APPENDIX D
NCES CIP CODE TABLES

<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=56>

