

Distance Education (DSED) Module

The purpose of this document is to demonstrate how to accurately report DSED data. This document provides key definitions and frequently asked questions to assist data submitters in determining how to accurately report the following elements:

- DSED-1: Distance Education Enrollment Indicator
- DSED-2: Distance Education Enrollment

In addition, guidance on accurately reporting zeroes, blanks (i.e., nulls) and NS is provided at the end of the document.

Resource Links

 [CRDC Resources Center Training Videos](#)

DATA ELEMENT CHANGES FROM THE 2020-21 CRDC

NO NEW OR REVISED ELEMENTS

Dates

Report data from the 2021-22 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs should use the same Fall snapshot date to report data in this module.

Skip Logic

This module contains skip logic. Skip logic automatically skips the user to the next table to be populated based on previous answers provided. Skipped tables are not to be populated. The following DSED tables utilize skip logic:

- DSED-1: Distance Education Enrollment Indicator

Key Definitions

Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.

English learner students (EL) : In coordination with the state's definition based on section 8101(20) of ESEA, as amended by ESSA, the term 'English learner,' when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;

KEY DEFINITIONS CONTINUED

(C) (who is i, ii, or iii)

(i) who was not born in the United States or whose native language is not English;

(ii) (who is I and II)

(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant (Please note that "migratory" typically refers to students who move repeatedly from one residence to another); and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

(i) the ability to meet the challenging state academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Note:

- To be classified as an English learner, an individual must be A, B, C, and D.
- For C, an individual can be i, ii, or iii.
- If C-ii, the individual must be I and II.
- For D, an individual must be denied D-i, D- ii, or D-iii.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

Special Guidance

The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

The LEA should consider students who were enrolled in any distance education courses that were provided during the 2021–22 school year. **Do not include distance education courses that were provided in response to the coronavirus pandemic.**

If the LEA has **any** nonbinary students in its **enrollment records**, then the nonbinary category in the Distance Education module is **OPTIONAL**.

If the LEA does **NOT** have nonbinary students in its **enrollment records**, then the nonbinary category in the Distance Education module is **SKIPPED**.

UPDATED

for 2021-22 CRDC

The following guidance provides updated clarification on distance education courses and how to report data on students enrolled in distance education courses.

- An LEA that provided distance education courses for the first time to students during the 2020–21 school year, due to the COVID-19 pandemic, should have excluded students who were enrolled in these distance education courses, from the 2020–21 CRDC distance education enrollment item. However, if this LEA continued to provide distance education courses to students during the 2021–22 school year, regardless of the pandemic, then the LEA should include the students who were enrolled in these distance education courses, in the 2021–22 CRDC distance education enrollment item.

Frequently Asked Questions

1. **Some of our students use online programs to supplement their in-class learning. Should we count these programs as distance education?**

Yes, online programs used to supplement in-class learning are considered distance education programs, if they meet the criteria provided in the instructions to the module. If the answer is “Yes” for DSED-1: Distance Education Enrollment Indicator, enter the number of students in GRADES K-12 (or the ungraded equivalent) who were enrolled in at least one distance education course during the 2021-22 school year, by their race/ethnicity, EL, and IDEA status in question DSED-2: Distance Education Enrollment.

2. **How should we report temporary remote learners, hybrid learners, and virtual learners who do not attend special online only classes but join their in-person classmates in a mixed/hybrid classroom; Should these students be counted on both the School Form- “ENRL-1: Overall Student Enrollment” and LEA Form- “DSED-2: Distance Education Enrollment”?**

Distance education learners differ from temporary remote learners, hybrid learners, and virtual learners in that distance education would have occurred regardless of the COVID-19 pandemic. To this end, the LEAs should only count in the Distance Education module students who would have attended distance education classes despite the COVID-19 pandemic.

As it relates to temporary remote learners, hybrid learners, and virtual learners, LEAs should include these students in the “Overall Enrollment” regardless of whether they are learning in class, in a hybrid setting, or virtually due to the COVID-19 pandemic.

3. **If a school has students enrolled in a Hybrid Schedule and half of the students will be present in class while the other half are remote on any given day, how should these students be reported?**

LEAs should include these students in the ENRL: Enrollment module regardless of whether they are learning in class, in a hybrid setting, or virtually due to the COVID-19 pandemic.

4. Should I include distance education courses outside the LEA?

Include all courses under the control of the LEA. Distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

5. Should I report remote learners in our district for distance learning?

Example: *All the students in the LEA were remote learning for the first two weeks of school, with approximately 80 percent of them moving to in person instruction the 3rd week. In addition, the LEA also had had several adaptive pauses where all students were remote learning for a week at different times of the school year. The remote learning students are constantly changing this year due to Covid-19 quarantine.*

Per the CRDC definition, distance learning courses must meet all of the following criteria:

- (1) be credit-granting;
- (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and
- (3) have either
 - (a) the instructor in a different location than the students and/or
 - (b) the course content developed in, or delivered from, a different location than that of the students.

In addition to the criteria, distance learning enrollment is based upon the enrollment (not completion) of at least one distance education course during the school year.

For the purposes of the CRDC, OCR considers distance education different from the virtual learning that is occurring due to the COVID-19 pandemic. Therefore, LEAs should only count in the Distance Education module students who were enrolled in at least one distance education course despite the COVID-19 pandemic.

Conversely, LEAs should not report in the Distance Education module, students who are participating in virtual learning (e.g., temporary remote or hybrid learning) due to the COVID-19 pandemic. However, a virtual learner enrolled in at least one distance education course despite the COVID-19 pandemic should be counted in the Distance Education module.

Distance Education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.

English learner students (EL): In coordination with the state’s definition based on section 8101(20) of ESEA, as amended by ESSA, the term ‘English learner,’ when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who is i, ii, or iii)
 - (i) who was not born in the United States or whose native languages are languages other than English;
 - (ii) (who is I and II)
 - who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or

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Conversely, LEAs should not report in the Distance Education module students who are participating in virtual learning (e.g., temporary remote or hybrid learning) due to the COVID-19 pandemic. However, a virtual learner enrolled in at least one distance education course despite the COVID-19 pandemic should be counted in the Distance Education module.

Distance Education module students who are participating in virtual learning (e.g., temporary remote or hybrid learning) due to the COVID-19 pandemic. However, a virtual learner enrolled in at least one distance education course despite the COVID-19 pandemic should be counted in the Distance Education module.

6. Should Teleschool and/or tele-education programs be considered Distance Education?

Per the CRDC definition, distance learning courses must meet all of the following criteria:

- (1) be credit-granting;
- (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and
- (3) have either
 - (a) the instructor in a different location than the students and/or
 - (b) the course content developed in, or delivered from, a different location than that of the students.

In addition to the criteria, distance learning enrollment is based upon the enrollment (not completion) of at least one distance education course during the school year.

7. I am receiving an error under the DSED Module.

"You have entered a value of YES for "Distance Education Enrollment Indicator: Does the LEA have any students enrolled in any distance educational courses?". This value differs from the value entered for this element in the previous collection. Generally, this data element has not changed much for LEAs across previous collections. Please review and confirm data entry if your LEA has not made changes since the last collection."

If your answer has, in fact, changed from previous years, please select a reason code, and apply an explanation in the comment box to resolve the error.

For the purposes of the CRDC, OCR considers distance education different from the virtual learning that is occurring due to the COVID-19 pandemic. Therefore, LEAs should only count in the Distance Education module students who were enrolled in at least one distance education course despite the COVID-19 pandemic. Conversely, **LEAs should not report in the Distance Education module students who are**

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(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

(i) the ability to meet the challenging state academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society. Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied D-i, D- ii, or D-iii.

participating in virtual learning (e.g., temporary remote or hybrid learning) due to the COVID-19 pandemic. However, a virtual learner enrolled in at least one distance education course despite the COVID-19 pandemic should be counted in the Distance Education module.

8. How can I edit the student counts in DSED-2? It is considered “skipped,” but our district has students enrolled in distance learning.

If you would like to clear the warnings or edit the table in DSED-2 you will need to:

- a. Change the indicator question DSED-1 from “No” to “Yes”
- b. Return to table DSED-2 and manually edit the data.

9. Should students enrolled in online credit-recovery courses be included in the LEA Form for DSED-2: Distance Education Enrollment?

If a K-12 student is enrolled in an online credit-recovery course (see credit recovery programs definition below) that meets the distance education course criteria below, then the LEA should report having a student enrolled in a distant education course.

Credit recovery programs (including courses or other instruction) aim to help more students graduate by giving students who have fallen behind the chance to “recover” credits through a multitude of different strategies, including online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.

See Distance education courses for criteria in Key Definitions blue box.

10. Should an LEA include a distance education program that they had during the 2021-22 school year if it was initially created as a response to COVID for the 2019-20 and 2020-21 school years?

Example: Our LEA created a distance education program due to COVID. While most students learned in person for the 2021-22 school year, this program is still available for students who prefer to learn remotely and for some specific courses that better fit in an online learning setting. Should we include these students in DSED?

An LEA that created a distance education program due to the COVID-19 pandemic for the 2020–21 school year, should have excluded students who were enrolled in distance education courses due to this program, from the 2020–21 CRDC distance education enrollment item. However, an LEA that continued to provide the distance education program for various reasons, after the COVID-19 pandemic ended, should include students who were enrolled in distance education courses due to the program, in the 2021–22 CRDC distance education enrollment item.

11. What does *credit granting* mean?

Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

12. Should students enrolled in dual credit courses be included in the LEA Form for DSED-2: Distance Education Enrollment?

If a high school-level student is enrolled in an online dual credit course (see dual enrollment/dual credit programs definition below) that meets the distance education course criteria below, then the LEA should report having a student enrolled in a distant education course.

Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

See Distance education courses for criteria in Key Definitions blue box.

13. Should our LEA include students who took distance education from an entity that is not part of our LEA? These students take these distance education courses on their own time outside of regular school hours. This is NOT the same as the virtual learning we offered due to covid.

The LEA should provide a response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

If you do not have access to the enrollment and monitoring, then they should be excluded.

14. Do homeschooling programs count as distance learning?

Examples:

- a) **A special needs student receives education from home because an LEA does not have the resources/staff to aid the student.**
- b) **Parents elect to home school their students, but the student is technically enrolled in the LEA.**

Programs for distance learning must meet the following definition.

- (1) be credit-granting;
- (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and
- (3) have either
 - a) the instructor in a different location than the students and/or
 - b) the course content developed in, or delivered from, a different location than that of the students.

In addition to the criteria, distance learning enrollment is based upon the enrollment (not completion) of at least one distance education course during the school year.

For the purposes of the CRDC, OCR considers distance education different from the virtual learning that is occurring due to the COVID-19 pandemic. Therefore, LEAs should only count in the Distance Education module students who were enrolled in at least one distance education course despite the COVID-19 pandemic. Conversely, LEAs should not report in the Distance Education module students who are participating in virtual learning (e.g., temporary remote or hybrid learning) due to the COVID-19 pandemic. However, a virtual learner enrolled in at least one distance education course despite the COVID-19 pandemic should be counted in the Distance Education module

15. Should students enrolled in an online/virtual High School Equivalency Exam be included in the DSED: Distance Education tables?

"If a student (ages 16 through 19) is enrolled in a high school equivalency exam preparation program (see high school equivalency exam preparation program below) that meets the distance education course criteria below, then the LEA should report having a student enrolled in a distant education course.

High school equivalency exam preparation programs are programs (e.g., courses) designed to prepare students to be successful on state-authorized high school equivalency exams. High school equivalency exams are used to certify the high school-level academic achievement of individuals who have not received a secondary school diploma or its recognized equivalent. Upon review of exam results, an education or government agency may award a high school equivalency credential. High school equivalency exams may include (but are not limited to) the following: the General Educational Development (GED) Test, the High School Equivalency Test (HiSet) and the Test Assessing Secondary Completion (TASC).

Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students. Also, distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

When to Report Zero (0)

If data are available and applicable for a given school or LEA, but no students fall in that category, then report 0.

Not Applicable (NA)

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

When to Use Null Values

When entering data on screen, if a data element does not apply, then leave the cell null (i.e., blank).

When to Use NS

There may be situations where a data value was incorrectly uploaded and needs to be deleted. A null value (i.e., blank) in a file upload will not overwrite an existing value in a field, so in these cases, submit the value "NS" to return the data to a "not submitted" or null status. **Note: NS only applies to file uploads and is not used in the on-screen data entry.**

When Data is Not Collected or Available

Contact the Partner Support Center to determine if your LEA will need to submit a quick plan or [action plan](#).

Partner Support Center

(855) 255-6901 | Email: crdc@aemcorp.com