Program Enrollment (Gifted & Talented, Dual Enrollment, Credit Recovery) (PENR) Module

The purpose of this document is to demonstrate how to accurately report data on Gifted & Talented, Dual Enrollment, Credit Recovery programs. This document provides a walkthrough of the module along with instructions and illustrations on how to accurately complete each table. This document provides key definitions, frequently asked questions to assist data submitters in determining how to accurately report the following:

- PENR-1. Gifted and Talented Programs Indicator

- PENR-2. Gifted and Talented Student Enrollment

- PENR-3. Dual Enrollment/Dual Credit Program Indicator

- PENR-4. Student Enrollment in Dual Enrollment/Dual Credit Programs

- PENR-5. Credit Recovery Program Indicator

- PENR-6. Credit Recovery Program Student Participation

DATA ELEMENT CHANGES FROM THE 2020-21 CRDC

RESTORED AND OPTIONAL

PENR-5. Credit Recovery Program Indicator

PENR-6. Credit Recovery Program Student Participation

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

Dates

Report data from the 2021–22 school year. For most tables, 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.
For PENR-5 and PENR-6, report data from the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year.

Resource Links

📄 CRDC Resource Center Training Videos

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 SCHR tables utilizes skip logic:

- PENR-1. Gifted and Talented Programs Indicator

- PENR-3. Dual Enrollment/Dual Credit Program Indicator

- PENR-5. Credit Recovery Program Indicator

for 2021-22 CRDC

Dual Credit Programs Guidance

The Advanced Placement (AP) program and the International Baccalaureate Diploma Programme are **NOT** considered dual enrollment/dual credit programs.

The tables, **PENR-3 and PENR-4** have been modified to include Dual Credit Program data (see below).

PENR-3. Dual Enrollment/Dual Credit Program Indicator
Only for schools and justice facilities with any grade 9-12, UG high school age students

For the Fall 2021 snapshot date, did this school have any students enrolled in a dual enrollment/dual credit program?

	Yes/No
Please select "Yes" or "No".	⌄

Figure 1 PENR-3. Dual Enrollment/Dual Credit Program Indicator table

PENR-4. Student Enrollment in Dual Enrollment/Dual Credit Programs
Only for schools and justice facilities with any grade 9-12, UG high school age students enrolled in a dual enrollment/dual credit program

For the Fall 2021 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one dual enrollment/dual credit program.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Dual Programs:								
Females enrolled in Dual Programs:								
Nonbinary enrolled in Dual Programs:								
Total number of students enrolled in Dual Programs:								

Dual Enrollment - EL

	EL
EL males enrolled in Dual Programs:	
EL females enrolled in Dual Programs:	
EL Nonbinary enrolled in Dual Programs:	
Total EL students enrolled in Dual Programs:	0

Dual Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Dual Programs:	
Females with disabilities enrolled in Dual Programs:	
Nonbinary with disabilities enrolled in Dual Programs:	
Total students with disabilities enrolled in Dual Programs:	

Figure 2 PENR-4. Student Enrollment in Dual Enrollment/Dual Credit Programs table

The tables, **PENR-5 and PENR-6** have been restored and are optional for the 2021-22 CRDC (see below).

PENR- 5. Credit Recovery Programs Indicator
Only for schools and justice facilities with any grade 9-12, UG high school age students

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, did this school have any students who participated in at least one credit recovery program?

	Yes/No
Please select "Yes" or "No".	⌄

Figure 3 PENR- 5. Credit Recovery Programs Indicator table

PENR- 6. Credit Recovery Program Student Participation
Only for schools and justice facilities with any grade 9-12, UG high school age students who participate in a credit recovery program

From the start of the 2021–22 school year, including summer, up to one day prior to the 2022–23 school year, enter the total number of students in grades 9-12 (or the ungraded equivalent) who participated in at least one credit recovery program.

	Number of Students
Number of participating students	
Total students in credit recovery enrollment:	0

Figure 4 PENR- 6. Credit Recovery Program Student Participation table

Additional Guidance

EL Students and Students with Disabilities
EL Students and Students with Disabilities should be included in the race/ethnicity table as these tables include ALL students – PENR-2 and PENR-4.
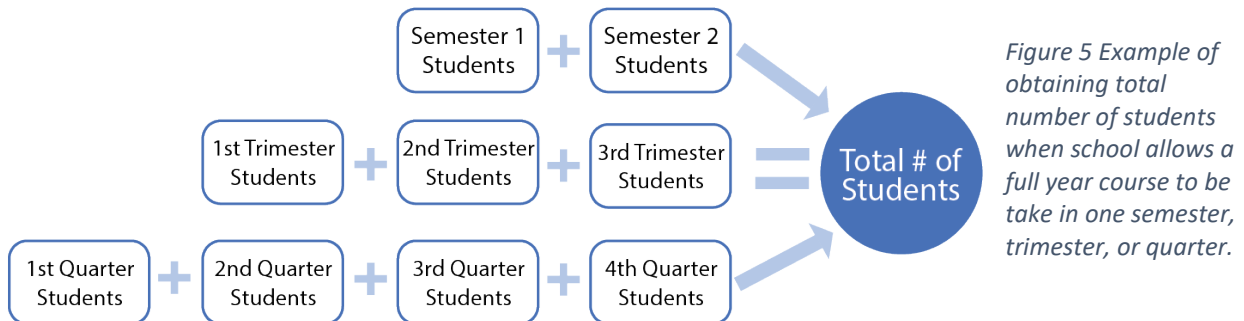
A student with a disability and who is EL should be counted both in the EL table column and the applicable Students with Disabilities table column.

Race/Ethnicity Counts
Counts by race/ethnicity by sex are unduplicated counts (i.e., a student is counted only once in the race/ethnicity columns). The sum of the counts that you enter for race/ethnicity by sex will automatically be calculated in the online tool in the gray cells. It is not possible for your LEA to modify the gray cells, so you must ensure that every student is included in one and only one race/ethnicity category. Need more help with Race and Ethnicity Reporting? View the Race and Ethnicity Reporting Data Tip.

Block Scheduling Dates

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. (See figure 1) for an example of adding up the students from each block when school allows a full year course to be take in one semester, trimester, or quarter.

Figure 5 Example of obtaining total number of students when school allows a full year course to be take in one semester, trimester, or quarter.

Gifted and Talented Programs

Gifted and talented programs are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.
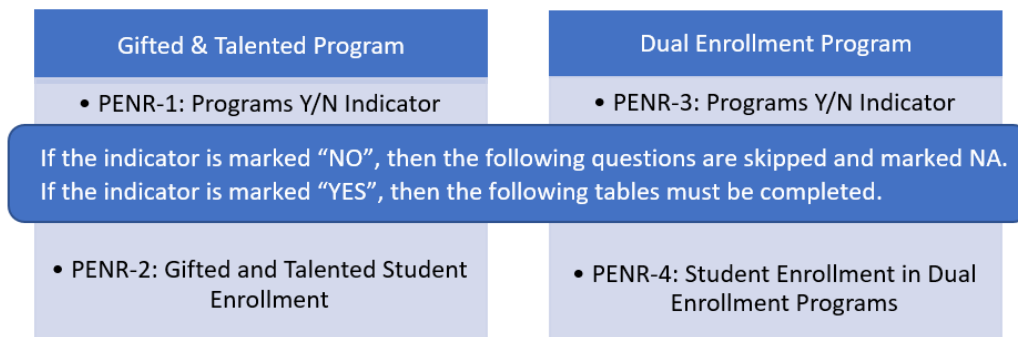

Gifted & Talented Program	Dual Enrollment Program
• PENR-1: Programs Y/N Indicator	• PENR-3: Programs Y/N Indicator

If the indicator is marked "NO", then the following questions are skipped and marked NA. If the indicator is marked "YES", then the following tables must be completed.

• PENR-2: Gifted and Talented Student Enrollment	• PENR-4: Student Enrollment in Dual Enrollment Programs

Figure 6 Gifted and Talented Program and Dual Enrollment Program Skip Logic

What programs should be excluded?

✖   International Baccalaureate Diploma Programme, Advanced Placement, arts, and music should not be included in gifted and talented programs.

Which Programs should be included?

✓   Include programs that provide special educational opportunities, including accelerated promotion through grades and classes and an enriched curriculum.

Gifted and Talented FAQs

1. **What date should we use for reporting the PENR module?**

   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), unless otherwise noted. LEAs should use the same Fall snapshot date to report data in this module.

   The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

2. **Honors courses generally refer to exclusive, higher-level classes that proceed at a faster pace and cover more material than regular classes. Honor classes are usually reserved for talented high school students who excel in certain subjects. Should students taking honors classes be included in the Gifted & Talented PENR-1/PENR-2 tables?**

   No, students taking honors classes should not automatically be included in the Gifted and Talented PENR-1/PENR-2 tables. However, some honors programs may meet the definition/requirements of a gifted and talented program. In these instances, the LEA should seek guidance from the Partner Support Center (PSC) prior to including these honors students in the Gifted & Talented PENR-1/PENR-2 tables.

3. **STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering, and mathematics — in an interdisciplinary and applied approach. Should schools that offer a "STEM Program" answer yes to the PENR-1: Gifted and Talented Programs Indicator?**

   STEM is not considered a Gifted and Talented Program. Schools should answer "NO" to the PENR-1: Gifted and Talented Programs Indicator if they are only offering a STEM program and not a Gifted and Talented Program. Schools that answer "NO" to the PENR-1 Gifted and Talented Programs Indicator will not be able to enter data in PENR-2: Gifted and Talented Student Enrollment.

Dual Enrollment Program

Enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one dual enrollment/dual credit program. For students with disabilities (IDEA), report data based on either the IDEA child count date or October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

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.

Dual Enrollment FAQs

1. **What date should we use for reporting the PENR module?**

   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), unless otherwise noted. LEAs should use the same Fall snapshot date to report data in this module.

   The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

2. **Do we count the student one time only, or multiple times if they are in more than one dual credit class?**

   Students should not be counted more than once. Count the total number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one dual enrollment/dual credit program.

3. **Our High School offers local college courses onsite. Should these students be reported as 'Dual Enrollment' even though these courses are offered at the high school?**

   Yes. If the school has an arrangement with the local college but the courses are offered at the high school, then this is still considered a Dual Enrollment/Dual Credit program.

4. **Should Dual Enrollment Program students be included in the COUR-9: Student Enrollment in Mathematics Courses in High School?**

   Yes, Dual Enrollment Program students should be reported in the COUR-9: Student Enrollment in Mathematics Courses in High School shown below, when applicable.

   - COUR-10: Student Enrollment in Mathematics Courses in High School - Geometry
   - COUR-11: Student Enrollment in Mathematics Courses in High School - Algebra II
   - COUR-12: Student Enrollment in Mathematics Courses in High School - Advanced Mathematics
   - COUR-13: Student Enrollment in Mathematics Courses in High School – Calculus11.

5. **Our high school offers honors classes that count towards college credit per an agreement with a**

local community college. Should students enrolled in these classes be included in "PENR-4 Student Enrollment in Dual Enrollment Programs" even if they do not attend the college campus (virtually or in person)?

For example: Our Honors English 11 counts as ENG 104 credit through one of our local community colleges

High school students enrolled in an honors course (excluding an Advanced Placement program course or an International Baccalaureate Diploma Programme course), who may earn concurrent credit toward a high school diploma and a college degree, per an agreement with a college, should be reported as students enrolled in a dual enrollment/dual credit program, regardless of whether the students take the course (in-person or virtually) at a college campus.

6. **Should our school report students in "PENR-4 Student Enrollment in Dual Enrollment Programs" who paid for the college credit but did not pass? Or should our school only include students enrolled who received college credit?**

High school students enrolled in a college-level course (excluding an Advanced Placement program course or an International Baccalaureate Diploma Programme course), who are interested in earning concurrent credit toward a high school diploma and a college degree, per an agreement with a college, should be reported as students enrolled in a dual enrollment/dual credit program. Students who pay for the course would be considered interested in earning concurrent credit, even if the student failed the course and did not receive college credit. These students should be reported as enrolled regardless of whether they paid or did not pay for the course and regardless of whether they passed or did not pass the course to earn college credit.

7. **Should students reported on "PENR-4 Student Enrollment in Dual Enrollment Programs" be included in the LEA form table "SSPR-2: Count of Students Served in a Non-LEA Facility"?**

For the 2021–22 CRDC LEA-level Count of Students Served in Non-LEA Facilities item, LEAs should report the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only. LEAs should not include students who were being served in LEA facilities only, or students who were being served in both LEA facilities and non-LEA facilities.

Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

High school students reported as students enrolled in a dual enrollment/dual credit program, who take college-level courses in non-LEA facilities (e.g., college campus), and who do not take any high school-level courses in LEA facilities (e.g., high school), should be reported as enrolled in the LEA and being served in non-LEA facilities only.

8. **For Dual Enrollment and Gifted and Talented: If we consider our dual enrollment courses as Gifted and Talented programs, should they be counted twice (once in each category) or should they be counted in only one category?**

Dual enrollment/dual credit programs and the gifted and talented programs are considered two separate things. Please see the definitions below.

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.

Gifted and talented programs are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.

9. **Should Dual Enrollment Program students be included in COUR-11: Student Enrollment in Science Courses tables?**

Yes, Dual Enrollment Program students should be reported in the COUR-11: Student Enrollment in Science Courses shown below, when applicable.

- COUR-15: Student Enrollment in Science Courses - Biology
- COUR-16: Student Enrollment in Science Courses - Chemistry
- COUR-17: Student Enrollment in Science Courses – Physics

10. **Should students enrolled in credit recovery classes be included in the following COUR module tables when the subject matter is applicable?**

- **COUR-8a: High School Student Enrollment in Algebra I - Grades 9 & 10**
- **COUR-9a: High School Student Enrollment in Algebra I - Grades 11 & 12**
- **COUR-8b: High School Students who Passed Algebra I - Grades 9 & 10**
- **COUR-9b: High School Students who Passed Algebra I - Grades 11 & 12**
- **COUR-11: Student Enrollment in Mathematics Courses in High School - Algebra II**
- **COUR-12: Student Enrollment in Mathematics Courses in High School - Advanced Mathematics**
- **COUR-13: Student Enrollment in Mathematics Courses in High School - Calculus**
- **COUR-10: Student Enrollment in Mathematics Courses in High School - Geometry**
- **COUR-15: Student Enrollment in Science Courses - Biology**
- **COUR-16: Student Enrollment in Science Courses - Chemistry**
- **COUR-17: Student Enrollment in Science Courses – Physics**
- **COUR-18: Student Enrollment in Computer Science Courses**

For the 2021–22 CRDC, students enrolled in high school-level credit recovery classes that were included in the Classes in Mathematics Courses in High School item, Classes in Science Courses item, Classes in Computer Science Courses item, and Classes in Data Science Courses item, should be reported in the high school-level student enrollment in: Algebra I, mathematics courses, science courses, computer science courses, and data science courses items. These students should also be reported to the high school students who passed Algebra I items.

11. **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.

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.

12. **Our school has a teacher(s) licensed to teach a college-level curriculum, should students enrolled in these courses be included in "PENR-4 Student Enrollment in Dual Enrollment Programs" even if they do not attend a college campus (virtually or in person)?**

High school students enrolled in a high school-level course taught by a teacher who is licensed to teach a college-level curriculum/course should not be reported as students enrolled in a dual enrollment/dual credit program. High school students enrolled in a college-level course (excluding an Advanced Placement program course or an International Baccalaureate Diploma Programme course), who may earn concurrent credit toward a high school diploma and a college degree, per an agreement with a college, and taught by a teacher who is licensed to teach a college-level curriculum/course, should be reported as students enrolled in a dual enrollment/dual credit program, regardless of whether the students take the course (in-person or virtually) at a college campus. Please see the dual enrollment/dual credit program definition below for additional information.

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.

13. **Should our school report students in "PENR-4 Student Enrollment in Dual Enrollment Programs" who paid for the college credit but did not pass? Or should our school only include students enrolled who received college credit?**

High school students enrolled in a college-level course (excluding an Advanced Placement program course or an International Baccalaureate Diploma Programme course), who may be interested in earning concurrent credit toward a high school diploma and a college degree, per an agreement with a college, should be reported as students enrolled in a dual enrollment/dual credit program. Students who pay for the course would be considered interested in earning concurrent credit, even if the student failed the course and did not receive college credit. These students should be reported as enrolled regardless of whether they paid or did not pay for the course and regardless of whether they passed or did not pass the course to earn college credit.

14. **Should students reported on "PENR-4 Student Enrollment in Dual Enrollment Programs" be included in the LEA form table "SSPR-2: Count of Students Served in a Non-LEA Facility"?**

For the 2021–22 CRDC LEA-level Count of Students Served in Non-LEA Facilities item, LEAs should report the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA and who were being served in non-LEA facilities only. LEAs should not include students who were being served in LEA facilities only, or students who were being served in both LEA facilities and non-LEA facilities.

<u>Non-LEA facilities</u> are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

High school students reported as students enrolled in a dual enrollment/dual credit program, who take college-level courses in non-LEA facilities (e.g., college campus), and who do not take any high school-level courses in LEA facilities (e.g., high school), should be reported as enrolled in the LEA and being served in non-LEA facilities only.

15. **Should our school include credit recovery classes for specific math, science, or computer science courses in tables "COUR-8 Classes in Mathematics Courses in High School", "COUR-10 Classes in Science Courses", and "COUR-15 Classes in Computer Science Courses"?**

For the 2021–22 CRDC, OCR defines credit recovery programs as follows:

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.

The Classes in Mathematics Courses in High School item, Classes in Science Courses item, Classes in Computer Science Courses item, and Classes in Data Science Courses item, collect numbers of classes for students in grades 9-12 (or the ungraded equivalent) who were enrolled in the school.

For schools that use regular scheduling, the counts should be based on October 1, 2021 (or the closest school day to October 1). For these schools, high-school level credit recovery classes in mathematics courses, science courses, computer science courses, or data science courses, that existed on October 1, 2021 (or the closest school day to October 1), should be counted.

For schools that use block scheduling that allows a full-year course to be taken in one semester, the counts should be based on the sum of a count taken on October 1, 2021 (or the closest school day to October 1) in the first block, and around March 1, 2022, in the second block. For these schools, high-school level credit recovery classes in mathematics courses, science courses, computer science

courses, or data science courses, should be counted based on the sum of a count taken on October 1, 2021 (or the closest school day to October 1) in the first block, and around March 1, 2022, in the second block.

16. **Should Dual Enrollment Program students be included in COUR-15: Student Enrollment in Computer Science Courses tables**?

    Yes, Dual Enrollment Program students should be reported in the COUR-15: Student Enrollment in Computer Science Courses, when applicable.

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 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