Courses and Classes (COUR) Module

This document is a resource for completing the **COUR: Courses & Classes** module. It provides key definitions and frequently asked questions to assist data submitters in determining how to accurately report the following:

COUR-1: Grade 7/8 Algebra Classes
COUR-2: Grade 7 Algebra I Enrollment Indicator
COUR-3: Grade 8 Algebra I Enrollment Indicator
COUR-4a: Student Enrollment in Algebra I - Grades 7 & 8
COUR-4b: Students who Passed Algebra I - Grades 7 & 8
COUR-5: Grade 8 Geometry Enrollment Indicator
COUR-6: Student Enrollment in Geometry in Grade 8
COUR-7: Classes in Mathematics Courses in High School
COUR-8a: High School Student Enrollment in Algebra I – Grades 9 & 10
COUR-8b: High School Students who Passed Algebra I – Grades 9 & 10
COUR-9a: High School Student Enrollment in Algebra I - Grades 11 & 12
COUR-9b: High School Students who Passed Algebra I - Grades 11 & 12
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 - Calculus
COUR-14: Classes in Science Courses
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: Classes in Computer Science Courses
COUR-19: Student Enrollment in Computer Science Courses
COUR-20: Classes in Data Science Courses
COUR-21: Student Enrollment in Data Science Courses
COUR-22: Single-Sex Academic Classes Indicator
COUR-23: Single-Sex Academic Classes Detail

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

Resource Links

CRDC Resource Center Tutorial Videos

Dates

Report data from the 2023–24 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). Local educational agencies (LEA) should use the same fall snapshot date to report data in this module.

DATA ELEMENT CHANGES FROM THE 2021-22 CRDC

REQUIRED FOR 2023-24

COUR-20: Classes in Data Science Courses
COUR-21: Student Enrollment in Data Science Courses

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the 2023–24 regular school year, not including intersession or summer.

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 COUR tables utilize skip logic:

- COUR-2: Grade 7 Algebra I Enrollment Indicator
- COUR-3: Grade 8 Algebra I Enrollment Indicator
- COUR-5: Grade 8 Geometry Enrollment Indicator
- COUR-22. Single-Sex Academic Classes Indicator

REQUIRED FOR 2023-24 CRDC (was OPTIONAL for the 2021-22 CRDC)

For the CRDC, using nonbinary as a third value for the sex category is appropriate for students whose sex is not listed as male or female in their school records.

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary. For additional information on reporting nonbinary students, reference the document below on the CRDC website:

- **Reporting Nonbinary for K-12 Students resource document**

A single-sex academic class refers to an academic class in a co-educational school that excludes children from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it does not exclude children, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

Independent study is a method of instruction that is used for a course. It involves a structured learning experience that is recognized for credit. In general, independent study courses, often conducted with instructors as mentors, enable students to explore topics related to their field(s) of interest. Independent study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills. Independent study does not count as a class, except for schools with 100% independent study.

COUR-20: Classes in Data Science Courses

Only for schools and justice facilities with any grade 9-12, UG high school age students

This table is about CLASSES. For the Fall 2023 snapshot date, enter the number of classes for students in grades 9-12 (or the ungraded equivalent) in this school for the data science courses.

	Number of Classes
Data science	

Figure 1. COUR-20: Classes in Data Science Courses.

COUR-21: Student Enrollment in Data Science Courses

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school data science classes

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one data science course.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Islnr	Black	White	Two or more races	Total
Males enrolled in data science:								0
Females enrolled in data science:								0
Nonbinary enrolled in data science:								0
Total number of students enrolled in data science:	0	0	0	0	0	0	0	0

Data Science Enrollment - EL

	EL
EL males enrolled in data science:	
EL females enrolled in data science:	
EL Nonbinary enrolled in data science:	
Total EL students enrolled in data science:	0

Data Science Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in data science:	
Females with disabilities enrolled in data science:	
Nonbinary with disabilities enrolled in data science:	
Total students with disabilities enrolled in data science:	0

Figure 2. COUR-21: Student Enrollment in Data Science Courses

Special Guidance

Report classes that cover the content of the course specified, even if the name of the course or class is different (example: Algebra I may be called **Integrated Mathematics**).

Mathematics and science courses are college-preparatory courses that include introductory and advanced courses.

Computer science and data science courses include introductory and advanced courses, but do not have to be college-preparatory courses.

Do not include students that are scheduled to take a course, but not yet enrolled.

KEY DEFINITIONS

A course is considered a grouping of one or more classes covering the same content. A school may offer several different courses in a specific subject area. For example, Biology is considered a science course for the CRDC collection. A school may also offer several different Biology courses including Introductory Biology, Anatomy, Botany, Genetics, Zoology, or Microbiology.

A class (or section) refers to a specific group of students taking a course during a specified time. There may be one or more classes for each course offered at a school. For example, a school may offer two classes of Biology I (one during second period and one during fourth period) and one class for Genetics during fifth period. In this example, the school should report a total of three biology classes (two for Biology I and one for Genetics).

Independent study is a method of instruction that is used for a course. It involves a structured learning experience that is recognized for credit. In general, independent study courses, often conducted with instructors as mentors, enable students to explore topics related to their field(s) of interest. Independent study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

Single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

Reporting Counts of Classes

- Count each individual class/section.
- For items related to the number of classes for a given subject, count classes that cover the content of the academic subject even if the name does not match. For example, if a course is called **Mathematics II** and it covers the content of Geometry, count it as a Geometry class.

Independent study does NOT count as a class UNLESS the school is 100% independent study. Schools that are 100% independent study should report data. Count each class that was taken by a student as one class. See the description of *independent study* in the Key Definitions box above for further guidance.

Reporting Integrated/Hybrid Math or Science Courses

The Office for Civil Rights (OCR) requires LEAs to classify integrated/hybrid math or science courses based on the majority of content for the course.

Example: An Integrated Math I course that covers mostly Algebra I, and some elements of Geometry can be listed as an Algebra I course. LEAs are encouraged to use their knowledge of the content taught in these courses/classes to assist in making the best determination possible. There may be classes that simply cannot be mapped to the typical hierarchy of Algebra I, Geometry, Chemistry, Biology, etc., in which case the guidance above would still apply.

Reporting Classes for Students in Distance Education Courses

✓ If a student is enrolled in a distance education course and is eligible to receive credit from their home school, then the class should be counted as being offered by the home school.

✘ If a student is taking a distance education course from outside the control of the home district, and

the school district does not have access to enrollment and course status information, then do NOT count the class as being offered by the home school.

Single-Sex Academic Classes

- ✓ Count classes in a co-educational school where only males or only females are permitted to enroll. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex.
- ✓ A co-educational elementary school that has only male or only female students who receive mathematics, science, reading/language arts, and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- ✓ If one period of a class is open only to males and one period is open only to females, then it should be counted as one single-sex class for males and one single-sex class for females.
- ✘ Do not consider co-educational academic classes, which include subjects such as history, social studies, foreign languages, mathematics, English/reading/language arts, science, and computer science, as a single-sex class.
- ✘ Do not consider physical education as an academic class.
- ✘ Do not consider independent study as a single-sex class, unless a school exclusively provides independent study courses.

See the definition for *single-sex academic class* in the Key Definitions box above for further guidance.

COUR-12: Single-Sex Academic Classes Indicator and COUR-13: Single-Sex Academic Classes Detail

A class should be treated as single-sex if it excludes one sex from participating, even if it includes nonbinary students with male or female students.

For the 2023–24 CRDC, nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

For example: The school offers two foreign language classes:

- Class A has five male students only.
- Class B has four female, and one student identified as nonbinary.

If class A and class B in the example above, meet the definition of single-sex academic class, then the LEA should respond ***Yes*** to the 2023–24 CRDC School Form **Single-Sex Academic Classes Indicator** item. The LEA should also report class A under **Other Academic Subjects** in the number of classes for males only and class B under **Other Academic Subjects** in the number of classes for females only.

Co-Educational School/Justice Facility

For a co-educational school/justice facility that has single-sex students who receive all of their academic instruction from one teacher in one classroom, each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts, and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.

Elementary Schools

Elementary schools with single-sex math classes should report those classes as **Other Mathematics**.

Reporting Classes with Block Scheduling

In some cases, with the use of block scheduling, it is possible for a full-year course to be taken in one semester. Some schools may allow a full-year course to be taken in trimesters or quarters. In these cases, determine the total count 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. **In Figure 2, each row constitutes one class:**

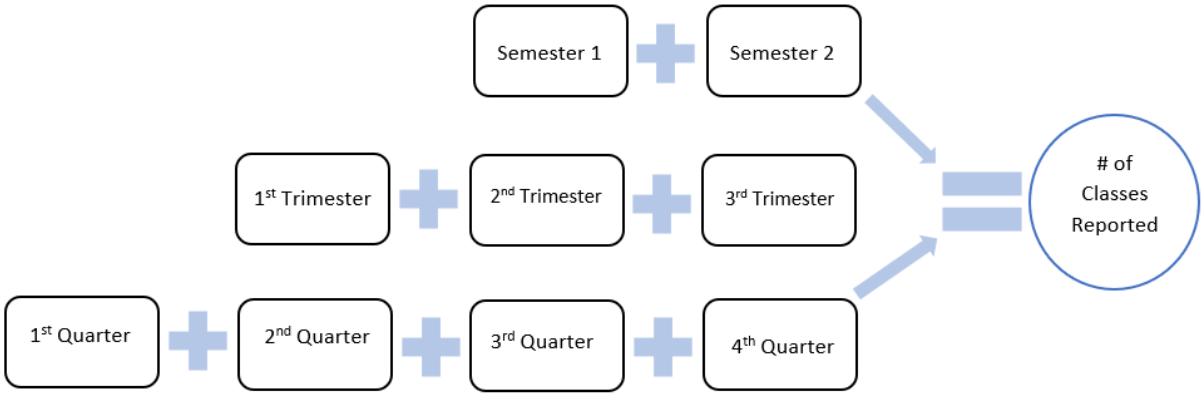

Figure 3. Illustration of how to report classes for two semesters, three trimesters, and four quarters.

Tip: Questions regarding Algebra I use the last day of each block/semester/quarter for enrollment and passing counts. For all other math and science questions, use the first day as the snapshot date.

Independent Study Reporting

Independent study is a method of instruction that is used for a course. It involves a structured learning experience that is recognized for credit. In general, independent study courses, often conducted with instructors as mentors, enable students to explore topics related to their field(s) of interest. Independent study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

- Independent study does not count as a class, except for schools with 100% independent study. These schools provide their students independent study courses only.

For example, in the case of an LEA with schools with 100% independent study, the independent studying of a course would be considered one class. For example, if there are five students independently studying Biology, then five Biology classes would be reported for the Classes in Science Courses item.

Fully virtual schools and schools that provide only remote instruction are not necessarily 100% independent study schools.

A fully virtual school only offers virtual instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunication technologies.

Remote instruction refers to non-face-to-face (i.e., not in-person) instruction during which teachers and students are separated by location. Remote instruction may include synchronous (i.e., live) instruction or

asynchronous (i.e., non-live) instruction provided by teachers. Non-face-to-face instruction may include broadcast, correspondence, interactive audio/video, and online instruction mediums.

- LEAs that believe they have one or more schools with 100% independent study should contact the Partner Support Center (PSC) to confirm whether the schools are considered 100% independent study for the CRDC. The PSC should collect information from the LEAs to help explain and support their beliefs and escalate the confirmation requests to OCR for consideration. For each escalation, OCR will provide guidance on how the LEA should report data for these schools.

For example, in the case of an LEA with schools with 100% independent study, OCR would provide the following guidance:

The independent studying of a course would be considered one class. For example, if there are five students independently studying Biology, then five Biology classes would be reported for the **Classes in Science Courses** item.

SCED Code Matching

Which SCED codes match Algebra I classes?	**Which SCED codes match Algebra II classes?**
02052: Algebra I 02053: Algebra I - Part 1 02054: Algebra I - Part 2 02155: Business Math with Algebra 02156: Computer Math with Algebra 02058: Particular Topics in Algebra	02056: Algebra II 02069: Algebra- Other *(Integrated Math Course Rules Apply; LEA must make determination according to curriculum) 02131: IB Mathematical Studies *(Integrated Math Course Rules Apply; LEA must make determination according to curriculum)
Which SCED codes match Geometry classes? 02071: Informal Geometry 02072: Geometry 02075: Particular Topics in Geometry 02079: Geometry—Other 02131: IB Mathematical Studies *(Integrated Math Course Rules Apply; LEA must make determination according to curriculum)	**Which SCED codes match Calculus classes?** 02121: Calculus 02124: Multivariate Calculus 02123: Differential Calculus 02124: AP Calculus AB 02125: AP Calculus BC 02126: Particular Topics in Calculus
Which SCED codes match Advanced Mathematics classes? 02057: Algebra III 02073: Analytic Geometry 02101: Number Theory 02103: Trigonometry 02104: Math Analysis	02134: IB Further Mathematics 02135: IB Mathematics, Middle Years Program 02136: Finite Mathematics 02137: Mathematical Modeling 02137: Mathematical Modeling 02138: College Mathematics Preparation 02139: IB Mathematics: Applications and

02105: Trigonometry/Math Analysis
02106: Trigonometry/Algebra
02107: Trigonometry/Analytic Geometry
02108: Math Analysis/Analytic Geometry
02109: Elementary Functions
02110: Pre-Calculus
02111: Linear Algebra
02112: Linear Programming
02131: IB Mathematical Studies
02132: IB Mathematics
Interpretation
02140: IB Mathematics: Analysis and Approaches
02141: Particular Topics in Analytic Mathematics
02149: Analytic Mathematics—Other
02401: Probability and Statistics
02402: Inferential Probability and Statistics
02403: AP Statistics
02404: Particular Topics in Probability and Statistics
02405: Statistics
02409: Probability and Statistics—Other

Which SCED codes match Biology classes?

03051: Biology
03052: Biology - Advanced Studies
03053: Anatomy and Physiology
03054: Anatomy
03055: Physiology
03056: AP Biology
03057: IB Biology
03058: Botany
03059: Genetics
03060: Microbiology
03061: Zoology
03062: Conceptual Biology
03063: Particular Topics in Biology
03064: Regional Biology
03098: Biology – Workplace Experience
03099: Biology - Other
03203: Applied Biology/Chemistry
03065: IB Sports, Exercise, and Health Science
03066: PLTW Principles of Biomedical Science

Which SCED codes match Physics classes?

03151: Physics
03152: Physics - Advanced Studies
03153: Principles of Technology
03155: AP Physics B
03156: AP Physics C
03157: IB Physics
03159: Physical Science
03160: IB Physical Science
03161: Conceptual Physics
03162: Particular Topics in Physics
03163: AP Physics C: Electricity and Magnetism
03164: AP Physics C: Mechanics
03165: AP Physics 1
03166: AP Physics 2
03199: Physics – Other

Which SCED codes match Computer Science classes?

10011: Computer Science Principles
10012: Exploring Computer Science
10013: PLTW Computer Science Essentials
10014: PLTW Computer Science A
10015: PLTW Computer Science Principles
10019: AP Computer Science Principles
10021: Computer Science Discoveries
10157: AP Computer Science A
10159: IB Computer Science

Reporting Enrollment

Biology Courses

Biology may include such courses as Anatomy, Physiology, Botany, Genetics, Microbiology, Zoology, AP Biology, IB Biology, and Conceptual Biology.

Chemistry Courses

Chemistry may include such courses as Organic Chemistry, AP Chemistry, IB Chemistry, and Conceptual Chemistry.

Physics Courses

Physics courses may include Physics, Principles of Technology, AP Physics B, AP Physics C, IB Physics, Physical Science, IB Physical Science, and Conceptual Physics.

Frequently Asked Questions

1. **What dates should an LEA use when reporting COUR modules?**

   Report data from the 2023-24 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), unless otherwise noted. LEAs should use the same fall snapshot date to report data in this module.

   The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the 2023-24 regular school year, not including intersession or summer.

   Block Scheduling: 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.

2. **How do schools count asynchronous virtual courses? One class for each student or one whole class?**

   The asynchronous course allows students to engage in the course content at different times and from different locations. Students enrolled in the asynchronous course are not grouped together to learn at the same time. However, for the 2023-24 CRDC, a class (or section) refers to a specific group of students taking a course during a specified time. Therefore, for the purposes of reporting data for the CRDC, the LEA should consider students enrolled in the asynchronous course, as each enrolled in a separate class. For example, if the LEA had five students who were each enrolled in the Marine Biology asynchronous course, then the LEA would report having five classes for Biology.

   Please check with LEA's Student Information System (SIS) if students are on one roster that a single teacher is overseeing, even if the students are taking the course at their own pace. If so, this is considered one class. If the students are not under one roster for a single teacher, this would be counted as separate classes.

3. **Should an LEA count ungraded students?**

   Classes with ungraded middle school age students should be included in the count.

4. **Should an LEA include a course with an adapted curriculum for special education students?**

   The course should be included if the adapted course covers the same content (around 80% the same) that is listed in the CRDC definition of the course.

5. **Should an LEA include English Learner (EL) students and students with disabilities in the race/ethnicity table?**

   Yes. The race/ethnicity table includes ALL students.

6. **Should an LEA include AP and IB courses?**

   Yes. Include Advanced Placement (AP) courses and International Baccalaureate Diploma Programme (IB) courses.

7. **Can students be counted in more than one race/ethnicity column?**

   No. 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 entered for race/ethnicity by sex will automatically be calculated in the online tool in the gray cells. It is not possible for the LEA to modify the gray cells, so LEA's must ensure that every student is included in only one race/ethnicity category.

8. **How should students who are both EL and have a disability be reported?**

   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.

9. **For which biology courses should an LEA report enrollment?**

   Biology may include such courses as Anatomy, Physiology, Botany, Genetics, Microbiology, Zoology, AP Biology, IB Biology, and Conceptual Biology.

10. **For which chemistry courses should an LEA report enrollment?**

    Chemistry may include such courses as Organic Chemistry, AP Chemistry, IB Chemistry, and Conceptual Chemistry.

11. **For which physics courses should an LEA report enrollment?**

    Physics courses may include Physics, Principles of Technology, AP Physics B, AP Physics C, IB Physics, Physical Science, IB Physical Science, and Conceptual Physics.

12. **Should a middle school report Algebra I and Geometry classes as offered if 7th/8th grade students were physically/virtually taking the course at the high school?**

    For a middle school with 7th/8th grade students who were physically/remotely taking Algebra I and Geometry courses at a high school, the following should be reported: counts of Algebra I classes for students in grades 7-8; counts of Geometry classes for students in grade 8; counts of grades 7-8 students enrolled in Algebra I; counts of grades 7-8 students who passed Algebra I; and counts of grade 8 students enrolled in Geometry.

13. **What is considered credit-granting?**

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

14. **Should a 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?**

    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 counts of classes for students in grades 9-12 (or the ungraded equivalent) who were enrolled in the school.

Regular scheduling: The counts should be based on October 1, 2023 (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, which existed on October 1, 2023 (or the closest school day to October 1), should be counted.

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, 2023 (or the closest school day to October 1) in the first block, and around March 1, 2024, 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, 2023 (or the closest school day to October 1) in the first block, and around March 1, 2024, in the second block.

15. **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-8b: High School Students who Passed Algebra I - Grades 9 & 10

    COUR-9a: High School Student Enrollment in Algebra I - Grades 11 & 12

    COUR-9b: High School Students who Passed Algebra I - Grades 11 & 12

    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 - Calculus

    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-19: Student Enrollment in Computer Science Courses

COUR-21: Student Enrollment in Data Science Courses

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 for 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 for the **High School Students who Passed Algebra I** items.

16. **Should Dual Enrollment Program students be included in the COUR-10 through COUR-13: Student Enrollment in Mathematics Courses in High School, COUR-14 through COUR-17: Student Enrollment in Science Courses tables, and/or COUR-19: Student Enrollment in Computer Science Courses tables?**

    Yes, Dual Enrollment Program students should be reported in the COUR-10 through COUR-13 for high school math enrollment tables, COUR-14 through COUR-17 for high school science enrollment tables, and COUR-19 table, 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 populates information that has been entered in other tables and modules and uses that information to populate 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 populated 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 the LEA will need to submit an action plan.

Contact the Partner Support Center

(855) 255-6901 | PSC Contact Us