

Civil Rights Data Collection: Frequently Asked Questions

What is the Civil Rights Data Collection?

The Civil Rights Data Collection (CRDC) is a biennial (*i.e.*, every other school year) survey required by the U.S. Department of Education's (Department) Office for Civil Rights (OCR) since 1968. Similar to the 2011–12 and 2013–14 CRDCs, the 2015–16 CRDC collected data from a universe of all public local educational agencies (LEA) and schools, including long-term secure juvenile justice facilities, charter schools, alternative schools, and schools serving students with disabilities. The 2017–18 CRDC will also collect information from a universe of public LEAs.

What is the purpose of the CRDC?

The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through grade 12 levels. The CRDC is also a longstanding and critical aspect of the overall enforcement and monitoring strategy used by OCR to ensure that recipients of the Department's Federal financial assistance do not discriminate on the basis of race, color, national origin, sex, and disability. OCR relies on CRDC data it receives from public school districts as it investigates complaints alleging discrimination, determines whether the Federal civil rights laws it enforces have been violated, initiates proactive compliance reviews to focus on particularly acute or nationwide civil rights compliance problems, and provides policy guidance and technical assistance to educational institutions, parents, students, and others. In addition, the CRDC is a valuable resource for other Department offices and Federal agencies, policymakers and researchers, educators and school officials, parents and students, and the public who seek data on student equity and opportunity.

Under what authority does the Department conduct the CRDC?

Section 203(c)(1) of the 1979 *Department of Education Organization Act* conveys to the Assistant Secretary for Civil Rights the authority to “collect or coordinate the collection of data necessary to ensure compliance with civil rights laws within the jurisdiction of the Office for Civil Rights.” 20 U.S.C. § 3413(c)(1), <https://www.gpo.gov/fdsys/granule/STATUTE-93/STATUTE-93-Pg668/content-detail.html>.

The civil rights laws enforced by OCR include: Title VI of the *Civil Rights Act* of 1964, which prohibits discrimination based on race, color, and national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex; and Section 504 of the *Rehabilitation Act* of 1973, which prohibits discrimination on the basis of disability. OCR's implementing regulations for each of these statutes require recipients of the Department's Federal financial assistance to submit to OCR “complete and accurate compliance reports at such times, and in such form and containing such information” as OCR “may determine to be necessary to enable [OCR] to ascertain whether the recipient has complied or is complying” with these laws and implementing regulations. 34 CFR § 100.6(b), 34 CFR § 106.71, and 34 CFR § 104.61, located at www2.ed.gov/policy/rights/reg/ocr/index.html. In addition, pursuant to a delegation by the Attorney General of the United States, OCR shares in the enforcement of Title II of the *Americans with Disabilities Act* of 1990, which prohibits discrimination based on disability. Any data collection that OCR has determined to be necessary to ascertain or ensure compliance with these laws is mandatory. OCR also has jurisdiction under the *Age Discrimination Act* of 1975, and the *Boy Scouts of America Equal Access Act*.

OCR works with Department offices to help them effectively carry out programs of Federal financial assistance that the Secretary of Education is responsible for administering. See Sections 201, 202(g), 411(a), and 412 of the *Department of Education Organization Act* (20 U.S.C. §§ 3411, 3412(g), 3471(a), and 3472). OCR works with the Department's Office of Elementary and Secondary Education, which is

responsible for administering the *Elementary and Secondary Education Act* of 1965 (*ESEA*). Section 9533 of the *ESEA* (20 U.S.C. § 7913) prohibits discrimination in the administration of the *ESEA* in violation of the Fifth or Fourteenth Amendments to the Constitution. In addition, Section 9534 of the *ESEA* (20 U.S.C. § 7914) prohibits discrimination in funded programs on the basis of race, color, religion, sex (except as otherwise permitted under Title IX), national origin, or disability. Thus, in addition to OCR's authority described above, the *ESEA* provides authority for the Department to mandate that LEAs respond to this data collection.

What is different in the 2015–16 CRDC?

The revised 2015–16 CRDC is nearly identical to the 2013-14 CRDC previously approved by OMB in February 2014 (OMB control #1870-0504). Minor changes were made to a few data elements in the 2015–16 CRDC to address comments received and questions raised by LEAs during the administration of the 2013–14 CRDC. OMB approved the revisions to the 2015–16 CRDC under the Paperwork Reduction Act on December 15, 2015, under Control Number 1870-0504. All the documentation submitted to OMB can be found at [this link](#).

OCR made three material changes to the 2015–16 CRDC. Specifically, OCR: (1) dropped the “students transferred to a regular school for disciplinary reasons” data element; (2) added new “child count for 2-year-olds served in LEA preschool” data element; and (3) expanded high school equivalency exam preparation program student participation and credentials data elements to include state-authorized high school equivalency exam preparation programs in addition to the General Educational Development (GED) test preparation programs.

How does the 2015–16 CRDC differ from the 2013–14 CRDC?

Almost all of the data elements that were previously collected by the 2013–14 CRDC were collected by the 2015–16 CRDC. A complete list of data elements included in the 2015–16 CRDC can be found at [this link](#).

The following data elements were new and required for the 2015–16 CRDC:

- Number of students served by LEA in preschool programs in LEA and non-LEA facilities (disaggregated by age 2)
- Number of Algebra I classes in grades 7-8
- Number of Algebra I classes in grades 9-12
- Number of Algebra I classes in grades 7-8 taught by teachers with a mathematics certification
- Number of students enrolled in Algebra I in grade 7
- Number of students enrolled in Algebra I in grade 8 (disaggregated by race, sex, disability-IDEA, LEP)
- Number of students who passed Algebra I in grade 7
- Number of students who passed Algebra I in grade 8 (disaggregated by race, sex, disability-IDEA, LEP)
- Number of Geometry classes in grades 9-12
- Number of students enrolled in Geometry in grade 8
- Number of students enrolled in Geometry in grades 9-12 (disaggregated by race, sex, disability-IDEA, LEP)
- Number of math classes in grades 9-12 taught by teachers with a mathematics certification (Algebra I, Geometry, Algebra II, Advanced Math, Calculus)

The following data elements were revised and required for the 2015–16 CRDC:

- Number of students ages 16-19 who participated in LEA-operated high school equivalency exam preparation program (disaggregated by race, sex, disability-IDEA, LEP)
- Number of students ages 16-19 who participated in LEA-operated high school equivalency exam preparation program, succeeded on test, and received high school equivalency credential (disaggregated by race, sex, disability-IDEA, LEP).

The following data elements were optional in the 2013–14 CRDC, but were required in the 2015–16 CRDC:

- Number of incidents of violent and serious crimes
- Number of school days missed by students who received out-of-school suspensions
- Number of students transferred for disciplinary reasons to alternative schools
- Number of instances of corporal punishment for students preschool through grade 12
- Number of preschool students who received corporal punishment
- Number of allegations of harassment or bullying on the basis of sexual orientation or religion
- Number of students who participated in justice facility educational program, by specific length
- Number of students enrolled in any distance education courses, or dual enrollment/dual credit programs, and number of students who participate in a credit recovery program
- Number of science classes in grades 9-12 taught by teachers with a science certification (Biology, Chemistry, Physics)
- Number of FTEs for psychologists, social workers, nurses, security guards, and sworn law enforcement officers
- School-level expenditures for teachers and total personnel (funded with federal and state/local funds)
- School-level expenditures and number of FTEs for instructional aides, support services staff, and school administration staff (funded with federal and state/local funds; funded with state/local funds), as well as amount of non-personnel expenditures (funded with federal and state/local funds)
- Number of preschool students served by the LEA in preschool programs in LEA and non-LEA facilities
- Number of students enrolled in LEA and served in non-LEA facilities only
- Number of current teachers employed at the school, and number of teachers also employed at the school in prior year

The following data elements were dropped for the 2015–16 CRDC:

- Number of students transferred to a regular school for disciplinary reasons (disaggregated by race, sex, disability, LEP).
- Number of Algebra I classes in grades 7-12
- Number of students enrolled in Algebra I in grades 7-8 (disaggregated by race, sex, disability-IDEA, LEP)
- Number of students who passed Algebra I in grades 7-8 (disaggregated by race, sex, disability-IDEA, LEP)
- Number of Geometry classes in grades 7-12
- Number of students enrolled in Geometry in grades 7-12 (disaggregated by race, sex, disability-IDEA, LEP)
- Total amount of instructional staff (teachers & instructional aides) salaries

Which data for the CRDC are being collected through ED*Facts*?

To reduce the burden on LEAs, beginning with the 2009–10 CRDC, OCR leveraged data submitted to the Department by state educational agencies (SEA). Specifically, school-level data on the number of students served under the *Individuals with Disabilities Education Act (IDEA)* by disability category or educational environment, and school-level data on the number of high school completers, collected by both the CRDC and the ED*Facts* collection, were dropped from the CRDC. Beginning with the 2009–10 CRDC, the ED*Facts* data were merged into the CRDC data set to provide more complete and robust data for civil rights purposes, but with no additional burden on LEAs. Beginning with the 2017–18 CRDC, student chronic absenteeism data will no longer be collected by the CRDC. The Department began collecting that school-level data from SEAs through the ED*Facts* collection, beginning with data for the 2016–17 school year. For the CRDC, OCR will continue to leverage school-level data submitted through ED*Facts* to reduce the burden on LEAs.

How can I find out more about the CRDC and OCR?

For more information about the CRDC and OCR, please visit: <http://crdc.ed.gov>.