

U.S. Department of Education
2021-22 Civil Rights Data Collection
Frequently Asked Questions (FAQs)



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General CRDC Information

What is the Civil Rights Data Collection?

The Civil Rights Data Collection (CRDC) is generally a biennial (i.e., every other school year) survey required by the U.S. Department of Education’s (ED) Office for Civil Rights (OCR).

What is the purpose of the CRDC?

The CRDC is a longstanding and important aspect of OCR’s overall strategy for administering and enforcing civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age by schools, school districts and other entities that receive federal financial assistance from ED. OCR uses data from the CRDC to initiate or inform investigations, policy guidance, and technical assistance to school districts and schools. Other ED offices and federal agencies, policymakers and researchers, educators and school officials, parents and students, and the public also use the CRDC as a valuable resource for understanding students’ access to educational opportunities in our nation’s public schools.

Under what authority does OCR conduct the CRDC?

The CRDC is a mandatory data collection that schools and school districts that receive federal financial assistance from ED are legally obligated to complete.

Section 203(c)(1) of the 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.” See 20 U.S.C. § 3413(c)(1).

The civil rights laws enforced by OCR for which the CRDC collects data include: Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or 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 ED’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. See 34 CFR § 100.6(b) (incorporated by reference into 34 CFR §§ 104.61 and 106.81).

Who must participate in the CRDC?

The CRDC collects data from a universe of nearly all public local educational agencies (LEA) and schools that receive federal financial assistance from ED, including justice facilities, charter schools, and alternative schools. In addition, state operated programs that receive federal funding assistance from ED have a legal obligation to provide the data that are being collected by the CRDC. [In some states, the state educational agency (SEA) provides CRDC data for its LEAs.]

Who is not required to participate in the CRDC?

Tribal schools operated by the Department of the Interior’s Bureau of Indian Education and schools operated by the Department of Defense Education Activity are not required to collect and submit data to the CRDC, at this time. School districts in U.S. territories are also not required to collect and submit data for the CRDC at this time. The only exception is Puerto Rico, which is treated as a state under the Every Student Succeeds Act of 2015. Puerto Rico, for the first time, participated in the

2017-18 CRDC.

What educational levels of data are collected in the CRDC?

The CRDC collects LEA- and school-level data. Each LEA must complete one LEA-level form, and a school-level form for each school in the LEA.

Where can a school district get help with reporting information for the CRDC?

Information about collecting and reporting data for the CRDC is available at this [link](#).

Where can I see the information reported by school districts for the CRDC?

Data from the 1968-69 through the 2020-21 CRDC surveys are available on the [OCR CRDC website](#).

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> and <https://civilrightsdata.ed.gov>.

Specific 2021-22 CRDC Information

What is the first step for the 2021-22 CRDC?

The first step is for the superintendent or the superintendent's designated staff person to complete the registration process for the 2021-22 CRDC. The superintendent may designate an LEA staff person as the LEA's primary contact person (PCP) for all activities related to the 2021-22 CRDC. The registration process involves having each LEA provide/verify the LEA's profile information, including contact personnel and school identification. Registration for the 2021-22 CRDC occurred from May 15, 2023 – June 30, 2023. LEAs that did not register for the CRDC during that time period should contact the CRDC Partner Support Center (PSC) via email (crdc@aemcorp.com), online form ([PSC Email Form](#)), or phone (855-255-6901).

Whom should I contact if my LEA closed, changed, or reorganized?

Please contact the CRDC Partner Support Center (PSC) via email (crdc@aemcorp.com), online form ([PSC Email Form](#)), or phone (855-255-6901) to provide information about the LEA change and to receive instructions regarding the 2021-22 CRDC.

Who should be listed as the PCP?

Ideally, the PCP is the person who completes the survey or the person who is coordinating the data collection activities. The PCP should be someone who can forward all pertinent information regarding the survey such as deadlines and information updates and can act as the liaison between the LEA and OCR. Examples of previously listed PCPs are: superintendents, assistant superintendents, members of student services, Public Education Information Management System coordinators, Student Information System managers, information technology staff, human resources staff, or other staff who work closely with student data.

Who is responsible for reporting the CRDC data?

The LEA superintendent is responsible for ensuring that the data are submitted and certified by the due dates. However, it is at the superintendent's discretion to decide whom to delegate the responsibility for collecting and submitting the information.

How long will it take to complete the data collection?

For the CRDC, the respondent is the LEA. The LEA must complete one LEA-level survey form, and one school-level survey form for each of the LEA's schools. The amount of time required to complete the LEA form and each school form varies depending on the number of schools in the district. The LEA form, which collects LEA-level data, is estimated to require 4.6 hours to complete. Each school form is estimated to require 21.2 hours to complete. This includes the time needed to review instructions, research existing data resources, gather and maintain the data needed, and complete and review the collection of information. Since the number of schools per LEA varies so widely, a district with only one school would, on average, take 4.6 hours for the LEA form and 21.2 hours for the school form, for a total of 25.8 hours. An LEA with 10 schools would take, on average, 4.6 hours on the LEA form and 21.2 hours on each of the school surveys, for a total of 216.6 hours.

What are some important dates for the 2021-22 CRDC?

- The 2021-22 CRDC Data Submission System opens on **December 11, 2023**, for all LEAs.
- All LEAs will have the standard (*minimum of*) 75 calendar days, and must submit their data by the **February 26, 2024** close date.
- SEAs assisting their LEAs with the 2021-22 school year data submission will be granted access to the CRDC Data Submission System in November 2023.
- SEAs and large LEAs should request access from the PSC to access the 'Pilot' to test their files. SEAs and LEAs must refrain from submitting test files in the test site.
- SEAs populating data files on behalf of their LEAs should communicate the following to their LEAs:
 - What data they are populating; and
 - When the populated data files are ready for the LEAs to review.

What information is being collected in the 2021-22 CRDC?

A detailed list of 2021-22 CRDC data elements is available [here](#).

What is different in the 2021-22 CRDC?

The majority of the data elements that were previously collected for the 2020–21 CRDC will continue to be collected for the 2021-22 CRDC. OCR made some changes to the 2021-22 CRDC, including restoring certain longstanding data elements removed from the 2020-21 CRDC, adding new data elements, and removing data elements. The U.S. Office of Management and Budget (OMB) approved the changes to the CRDC under the Paperwork Reduction Act on April 18, 2023, under Control Number 1870-0504. All the documentation submitted to OMB can be found [here](#).

For the following data elements, data elements that are included in the 2021-22 CRDC local educational agency (LEA)-level survey form end with "(LEA)." All other data elements are included in the 2021-22 CRDC school-level survey form.

The following data elements are restored and required for the 2021-22 CRDC:

- Number of preschool students who received one out-of-school suspension (disaggregated by race, sex, disability-IDEA, EL).
- Number of preschool students who received more than one out-of-school suspension (disaggregated by race, sex, disability-IDEA, EL).

The following data elements are restored and optional for the 2021-22 CRDC:

- Number of EL students enrolled in EL programs (disaggregated by disability-IDEA).
- Whether the LEA provided early childhood services in LEA or non-LEA facilities to non-IDEA children from birth to age 2 years (LEA).
- Whether preschool is provided to all students, students with disabilities (IDEA), students in Title I schools, students from low income families (LEA).
- Whether preschool serves non-IDEA students, disaggregated by age (LEA).
- Whether the school's preschool program serves non-IDEA students, disaggregated by age.
- Preschool length offered (full-day, part-day) and cost (free, partial/full charge) (LEA).
- Kindergarten length offered (full-day, part-day) and cost (free, partial/full charge) (LEA).
- Number of students (grades 9-12) who participate in at least one credit recovery program that allows them to earn missed credit to graduate from high school.
- Number of students enrolled in at least one AP course in other AP subjects of any kind (including world languages and cultures) (disaggregated by race, sex, disability-IDEA, EL).
- Number of FTE first-year teachers (preschool-12).
- Number of FTE second-year teachers (preschool-12).
- Number of FTE teachers (preschool-12) absent more than 10 school days.
- Number of teachers (preschool-12) employed at the school during the 2021-22 regular school year.
- Number of teachers (preschool-12) employed at the school during both the 2020-21 regular school year and the 2021-22 regular school year.

The following data elements are new and required for the 2021-22 CRDC:

- Amount of remote instruction provided by teachers.
- Percentage of students who received remote instruction.
- Number of students in grades 9-12 who participated on interscholastic athletics sports teams (disaggregated by sex).
- Number of students ages 3-5 years enrolled in preschool (disaggregated by disability-Section 504 only).
- Number of students in preschool who were ELs (disaggregated by race, sex).
- Number of EL preschool students enrolled in EL programs (disaggregated by race, sex).
- Number of preschool students with disabilities served under IDEA enrolled in preschool (disaggregated by race, sex, EL).
- Number of preschool students with disabilities served under Section 504 only enrolled in preschool (disaggregated by race, sex, EL).

The following data elements are new and optional for the 2021-22 CRDC:

- Number of K-12 (students without disabilities; students with disabilities) who received one or more in-school suspension (disaggregated by nonbinary¹).
- Number of K-12 (students without disabilities; students with disabilities) who received one out-of-school suspension (disaggregated by nonbinary).
- Number of K-12 (students without disabilities; students with disabilities) who received more than one out-of-school suspension (disaggregated by nonbinary).
- Number of preschool students who received one out-of-school suspension (disaggregated by disability-Section 504 only).
- Number of preschool students who received more than one out-of-school suspension disaggregated by disability-Section 504 only).
- Number of preschool students who were expelled (disaggregated by disability-Section 504 only).
- Number of K-12 (students without disabilities; students with disabilities) who were expelled (with educational services; without educational services; because of zero-tolerance policies) (disaggregated by nonbinary).
- Number of K-12 (students without disabilities; students with disabilities) who were transferred for disciplinary reasons to alternative school (disaggregated by nonbinary).
- Number of preschool students who received corporal punishment (disaggregated by disability-Section 504 only).
- Number of K-12 (students without disabilities; students with disabilities) who received corporal punishment (disaggregated by nonbinary).
- Number of instances of corporal punishment that preschool students received (disaggregated by preschool students without disabilities, preschool students with disabilities-IDEA and Section 504 only).
- Number of instances of out-of-school suspensions that preschool students received (disaggregated by preschool students without disabilities, preschool students with disabilities-Section 504 only).
- Number of school days missed by K-12 students who received out-of-school suspensions (disaggregated by nonbinary).
- Number of K-12 (students without disabilities; students with disabilities) who were referred to law enforcement agency or official (disaggregated by nonbinary).
- Number of instances of referrals to law enforcement that K-12 students received (disaggregated by students without disabilities, students with disabilities-IDEA, students with disabilities-Section 504 only).
- Number of K-12 (students without disabilities; students with disabilities) who were arrested for school-related activity (disaggregated by nonbinary).
- Number of instances of school-related arrests that K-12 students received (disaggregated by students without disabilities, students with disabilities-IDEA, students with disabilities-Section 504 only).

- Number of documented shooting incidents that occurred at school.
- Number of documented incidents of students, faculty, or staff deaths as a result of a homicide.
- Number of reported allegations of harassment or bullying of K-12 students on the basis of gender identity.
- Number of K-12 students reported as harassed or bullied on the basis of: sex; race, color, or national origin; disability (disaggregated by nonbinary).
- Number of K-12 students disciplined for engaging in harassment or bullying on the basis of: sex; race, color, or national origin; disability (disaggregated by nonbinary).
- Whether an LEA has a written policy or policies prohibiting harassment or bullying of students on the basis of: sexual orientation; gender identity; or religion (LEA).
- Web link to policy or policies prohibiting harassment or bullying of students on the basis of: sexual orientation; gender identity; or religion (LEA).
- Number of K-12 (non-IDEA students; IDEA students) subjected to mechanical restraint (disaggregated by nonbinary).
- Number of K-12 (non-IDEA students; IDEA students) subjected to physical restraint (disaggregated by nonbinary).
- Number of K-12 (non-IDEA students; IDEA students) subjected to seclusion (disaggregated by nonbinary).
- Number of students in grades 9-12 who participated on interscholastic athletics sports teams (disaggregated by nonbinary).
- Number of EL preschool students enrolled in EL programs (disaggregated by disability-IDEA).
- Number of students (preschool-12) enrolled in gifted & talented programs (disaggregated by nonbinary).
- Number of students (grades 9-12) enrolled in distance education courses (disaggregated by nonbinary) (LEA).
- Number of students (grades 9-12) enrolled in at least one dual enrollment/dual credit program (disaggregated by nonbinary).
- Number of students ages 16-19 years who participated in LEA-operated high school equivalency exam preparation program (disaggregated by nonbinary) (LEA).
- Number of students enrolled in the International Baccalaureate (IB) Diploma Programme (disaggregated by nonbinary).
- Number of students enrolled in at least one AP course (disaggregated by nonbinary).
- Number of students enrolled in at least one AP course in specific subject area (disaggregated by nonbinary).
- Number of students enrolled in Algebra I in grades: 9-10; 11-12 (disaggregated by nonbinary).
- Number of students who passed Algebra I in grades: 9-10; 11-12 (disaggregated by

nonbinary).

- Number of students enrolled in math courses in grades 9-12 (Geometry, Algebra II, Advanced math, Calculus) (disaggregated by nonbinary).
- Number of students enrolled in science classes in grades 9-12 (Biology, Chemistry, Physics) (disaggregated by nonbinary).
- Number of students enrolled in computer science classes in grades 9-12 (disaggregated by nonbinary).
- Number of data science classes in grades 9-12.
- Number of students enrolled in data science classes in grades 9-12 [disaggregated by race, sex (male, female, nonbinary), disability-IDEA, EL].
- Number of students who took SAT, ACT, or both, anytime during school year (disaggregated by nonbinary).
- Number of students retained in specified grade, by grade (K-12) (disaggregated by nonbinary).
- Number of students (preschool-12) who needed Wi-Fi enabled devices from the school for student learning use.
- Number of students (preschool-12) who needed a Wi-Fi hotspot from the school for student learning use.
- Number of students (preschool-12) who received Wi-Fi enabled devices from the school for student learning use.
- Number of students (preschool-12) who received a Wi-Fi hotspot from the school for student learning use.
- Number of FTE teachers (preschool-grade 12) certified/licensed/endorsed in specified areas (mathematics, science, English as a second language, special education).
- Number of teachers (preschool-12) employed at the school during the 2021-22 regular school year (disaggregated by race, sex).

¹ For all references to disaggregation by nonbinary students in this section, only schools/LEAs that already disaggregate student enrollment data to include nonbinary students have the option to report these nonbinary data.

The following data elements are revised for the 2021-22 CRDC (strikethroughs indicate deletions and underlines indicate new data):

- Number of students (~~preschool~~ K-12) enrolled in school [disaggregated by race, sex (male, female, nonbinary²), disability-IDEA, disability-Section 504 only, EL].
- Number of students with disabilities (~~preschool~~ K-12) served under IDEA [disaggregated by race, sex male, female, nonbinary²], EL].
- Number of students with disabilities (~~preschool~~ K-12) served under Section 504 of the Rehabilitation Act [disaggregated by race, sex (male, female, nonbinary²), EL].
- Number of EL students (~~preschool~~ K-12) enrolled in school [disaggregated by race, sex (male,

female, nonbinary²]).

- Number of EL students (~~preschool~~ K-12) enrolled in EL programs [disaggregated by race, sex (male, female, nonbinary²)].
- Number of single-sex academic classes (with males only; with females only) in the following courses/subject areas:
 - ~~Algebra I, Geometry, and/or Algebra II.~~
 - ~~Other mathematics.~~
 - Mathematics.
- Contact information (first name; last name; ~~phone number~~; email address) for the civil rights coordinators that carry out the LEA's responsibilities under federal law prohibiting discrimination on the basis of: sex; race, color, or national origin; or disability (LEA).
- Number of ~~single-sex~~ interscholastic athletics high school sports (with males only; with females only; with all students).
- Number of single-sex interscholastic athletics high school teams (with males only; with females only; with all students).
- Whether preschool serves non-IDEA students, disaggregated by age: 3 years; ~~4 years; 5 years;~~ 4-5 years (LEA).
- Whether the school's preschool program serves non-IDEA students, disaggregated by age: 3 years; ~~4 years; 5 years;~~ 4-5 years.
- Number of students served by LEA in preschool programs in LEA and non-LEA facilities (disaggregated by age: ~~2 years;~~ 3 years; 4 years; 5 years) (LEA).
- Number of students enrolled in Algebra I in grades 7-8 [disaggregated by race, sex (male, female, nonbinary³), disability-IDEA, EL].
- Number of students who passed Algebra I in grades 7-8 [disaggregated by race, sex (male, female, nonbinary³), disability-IDEA, EL].
- Number of FTE ~~sworn~~ law enforcement officers (including school resource officers).

² For all references to disaggregation by nonbinary students in this section, only schools that already disaggregate student enrollment data to include nonbinary students are required to report these nonbinary data.

³ For all references to disaggregation by nonbinary students in this section, only schools that already disaggregate student enrollment data to include nonbinary students have the option to report these nonbinary data.

The following data elements were removed for the 2021-22 CRDC:

- Number of preschool students who received one or more out-of-school suspension (disaggregated by race, sex, disability-IDEA, EL).
- Number of student participants on single-sex interscholastic athletics high school sports teams (with males only; with females only).

- 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 who passed Algebra I in grade 7.
- Number of math classes in grades 9-12 taught by teachers with a mathematics certification (Algebra I, Geometry, Algebra II, Advanced math, Calculus).
- Number of science classes in grades 9-12 taught by teachers with a science certification (Biology, Chemistry, Physics).
- Number of computer science classes in grades 9-12 taught by teachers with a computer science certification.

What are the snapshot dates for the 2021-22 CRDC?

The following reporting periods are generally used for counts that are snapshots:

- October 1, 2021 or the closest school day to October 1.
- For the IDEA child count, the date designated by the LEA that is between October 1, 2021 and December 1, 2021.
- Single day at the end of the 2021-22 regular school year.

For block scheduling:

- October 1, 2021 in the first block, and around March 1, 2022 in the second block.
- Single day at the end of the first block, and single day at the end of the second block.

What are the cumulative dates for the 2021-22 CRDC?

The following reporting periods are used for cumulative counts:

- The 2021-22 regular school year, not including intersession or summer.
- The entire 2021-22 school year, beginning at the start of the 2021-22 regular school year up to one day prior to the start of the following regular school year.

How should LEAs with schools that offered virtual instruction only respond to the 2021-22 CRDC?

For schools that offered virtual instruction only in which students and teachers were separated by time and/or location, and interaction occurred via computers and/or telecommunications technologies during the 2021-22 regular school year, LEAs will skip the following: the Coronavirus Pandemic-related Directional Indicators and Items module; the corporal punishment items in the Student Discipline module; the Interscholastic Athletics module; the Restraint and Seclusion module; and the student-owned devices item in the Internet Access and Devices module.

What are considered alternative schools for the 2021-22 CRDC?

Alternative schools are public elementary or secondary schools that addresses the needs of students that typically cannot be met in a regular school program and are designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems. These may include students who:

- Are at risk of academic failure or dropping out of school.
- Have been suspended or expelled or are at risk of being suspended or expelled.
- Are pregnant or parenting.
- Are in dropout recovery or credit recovery.
- Are involved in the juvenile justice system.
- Engage in high levels of health-risk behaviors (e.g., substance use; disordered eating; unsafe sexual practices).
- Are disruptive or exhibit behavioral or discipline problems.
- Are chronically truant or absent.
- Have health problems that prevent attendance at a regular school.

Alternative schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.

A school should not be classified as an alternative school solely because it is a residential institution. If it serves the general student population and not a specific student group (such as one of the student groups listed above), then a school should be classified on the basis of the curriculum it offers (e.g., special education school).

Schools that primarily serve children with disabilities should not be classified as alternative schools; they should be classified as special education schools.

Charter and magnet schools should not be classified as alternative schools solely because of their status as charter or magnet schools. If they serve a particular student population, then they may be classified as alternative schools or special education schools.

Does a justice facility need to complete the 2021-22 CRDC?

The 2021-22 CRDC collects data from justice facilities, including state or locally operated justice facilities, and justice facilities that are not under the purview of a state or LEA. In collaboration with the Department of Justice's Office of Justice Programs, OCR adds justice facilities to the CRDC universe, to ensure coverage of all youth in pre- and post-adjudication facilities that receive educational services.

For the 2021-22 CRDC, a justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include, but are not limited to correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 21 years of age), adults (individuals typically 21 years of age and older), or both. Some states and jurisdictions include individuals younger than age 21 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.

If a state contracts to provide residential services for adjudicated youths in private facilities that primarily provide services to adjudicated youth, then the state is required to provide CRDC data for these facilities.

Does a Regional Educational Service Agency (RESA) or a Board of Cooperative Educational Service (BOCES) need to complete the 2021-22 CRDC?

OCR recognizes that each state has different requirements for RESA or BOCES service programs, and that these programs may differ widely within states and between states. Based on the services a RESA or BOCES provides for students, it may or may not be required to report data for the 2021-22 CRDC. Typically, a RESA or BOCES is required to report CRDC data if it provides whole-day educational services for students: (a) in a facility that is rented, owned, or operated by the RESA or BOCES; or (b) in designated/reserved quarters (rooms and buildings), in a regular school building, and/or in an LEA that serves children from that LEA as well as children from other school districts.

A RESA or BOCES that believes it is not required to report data for the 2021-22 CRDC must contact the CRDC Partner Support Center (PSC) via email (crdc@aemcorp.com), online form ([PSC Email Form](#)), or phone (855-255-6901) to request an exemption from OCR. OCR will consider the request and make a final decision. The PSC will then inform the RESA or BOCES of OCR's final decision.