



**CRDC**  
Civil Rights Data Collection

# Civil Rights Data Collection Overview and Data Quality

2019 NCES STATS-DC Conference | July 25, 2019



# Session Overview

- Background of CRDC
- Current Status of 2019–20 CRDC
- Data Quality & Survey Procedure Improvements
- Example TA for Reporting Restraint & Seclusion  
Data Presentation
- Resources
- Contacts
- Q & A



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# Background of Civil Rights Data Collection

# Overview & Purpose



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- The CRDC is a biennial collection of district- and school-level data
- The data are collected from nearly every public school district and public school
- The CRDC is a longstanding and important aspect of the Office for Civil Right's overall strategy for administering and enforcing the civil rights statutes for which it is responsible
- 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

# Statutory Authority & Mandate



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- The CRDC data are collected pursuant to the **1979 Department of Education Organization Act**, 20 U.S.C. § 3413(c)(1), and the Department's regulations implementing:
  - **Title VI** of the Civil Rights Act of 1964, *race, color, and national origin discrimination*, 34 C.F.R. § 100.6(b)
  - **Title IX** of the Education Amendments of 1972, *sex discrimination*, 34 C.F.R. § 106.71
  - **Section 504** of the Rehabilitation Act of 1973, *disability discrimination*, 34 C.F.R. § 104.61

# Survey Population



- Historically, the CRDC has collected data from a sample of about 6,000 school districts across the country
- The CRDCs for the 2011-12, 2013-14, 2015-16, and 2017-2018 school years have been universe collections (approx. 17,000 school districts and 95,500 schools)
- The 2019-20 CRDC is planned to be a universe collection
- The CRDC collects data from all public school districts and schools that serve:
  - Students attending at least 50% of the day
  - More than 5 students for more than 60 cumulative days



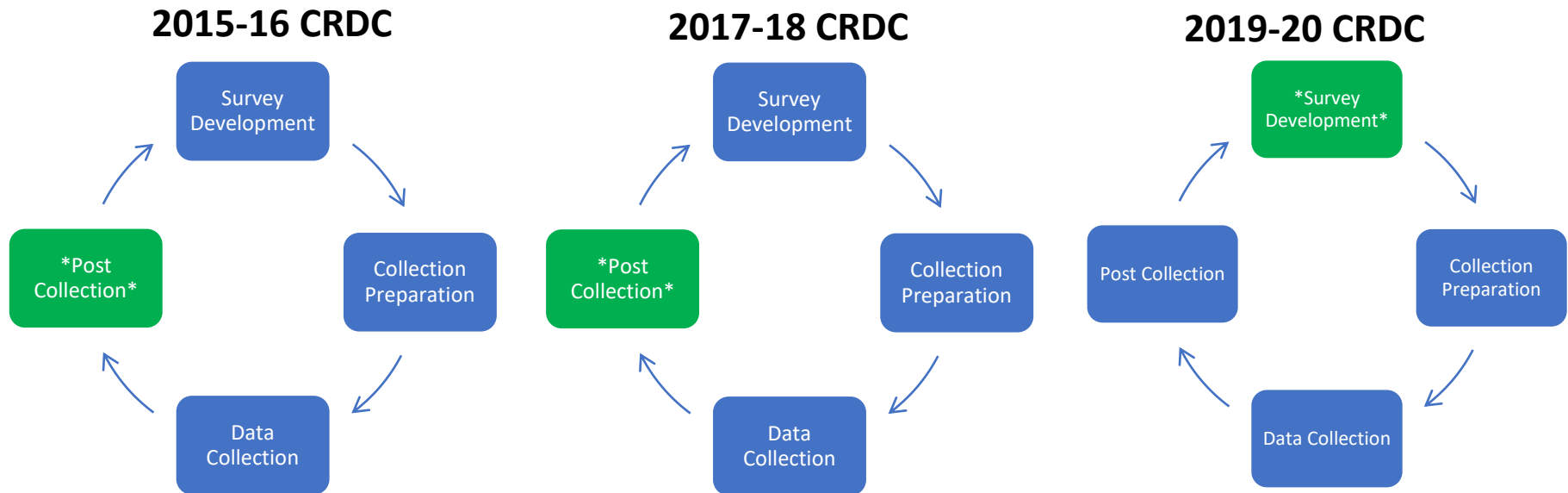
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# Current Status of 2019–20 CRDC



# Collection Cycle Phases

- The biennial CRDC has four main phases of activities
- The CRDC team may work on up to three collections at a time





# Survey Development



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- The 2019-20 CRDC is currently in the survey development phase
- Once approved by ED, the survey will be published in the Federal Register for public comment. OCR will respond to comments and revise it as necessary, and then send it to the Office of Management and Budget to receive final approval.

# Tentative 2019–20 CRDC Schedule



- July 2020 – Partner Support Center opens for technical assistance
- September 2020 – Advanced Website available
- January 2021 – Data submission period begins (scheduled to close minimum of 75 days after it opens)
- July 2021 – Post-collection data quality reviews begin
- 2022 – Data release



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# Data Quality & Survey Procedure Improvements

# Data Quality Reviews



- Data quality is an overriding concern that OCR continues to assess and evaluate.
- OCR and NCES strive to improve the CRDC with each collection, by analyzing the previous collection's data quality and implementing changes to the technical systems and procedures

# Update TA Resources



- OCR plans to incorporate descriptions of common issues into publications, products, and report developments to support and educate LEAs on how to accurately submit data
- OCR plans to prepare new TA documents
- Example: OCR plans to create and distribute new informative publications to LEAs pertaining to reporting zeros, nulls, and action plans
  - Example: CRDC TA for Reporting Quality Restraint and Seclusion Data PPT



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# **Civil Rights Data Collection (CRDC)**

## **Technical Assistance for Reporting Quality Restraint and Seclusion Data**

# ED Initiative on the Inappropriate Use of Restraint and Seclusion



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- On January 17, 2019, the U.S. Department of Education (ED) announced an initiative on the inappropriate use of restraint and seclusion.
- The initiative is overseen by ED's Office for Civil Rights (OCR), in partnership with ED's Office of Special Education and Rehabilitative Services (OSERS).
- As part of the initiative, OCR has made restraint and seclusion the focus of its primary proactive compliance activities for this fiscal year.
- OCR's current focus on restraint and seclusion includes compliance with federal disability antidiscrimination laws and improvement of data quality.
- The initiative includes OCR providing technical assistance to local educational agencies (LEAs) on data quality, to ensure that they are collecting and reporting accurate CRDC restraint and seclusion data.

# CRDC Overview



- The CRDC, which began in 1968, is a biennial collection of district- and school-level data.
- The data are collected from nearly every public school district.
- The CRDC collects data on civil rights indicators related to educational opportunity at the early childhood through grade 12 levels.
- The CRDC is a mandatory collection by the U.S. Department of Education.



# CRDC Data Quality



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- The quality of the CRDC data is affected by **completeness, validity, and reliability**.
  - LEAs and their schools must ensure that all required information is provided in the required timeframe.
  - Embedded edit checks in the CRDC data submission tool assist LEAs to detect incompleteness and inconsistencies in reported data.
    - LEAs must ensure that all warnings (while submitting the data) are properly addressed.
  - LEAs must review their data with scrutiny and pay attention to how they are reporting their data.
  - To address accuracy and reliability, LEAs are encouraged to look for outliers in their data.
  - LEAs are welcome to contact the Partner Support Center (PSC) or OCR directly for assistance.

# Restraint and Seclusion Data



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Since the 2009-10 CRDC collection, OCR has required the reporting of restraint and seclusion data, including the:

- Number of non-IDEA students (i.e., students not served by the Individuals with Disabilities Education Act (IDEA)) subjected to mechanical restraint, physical restraint, or seclusion—disaggregated by race, sex, and whether the student is served by Section 504 only or an English Learner (EL);
- Number of IDEA students (i.e., students with disabilities served by the IDEA) subjected to mechanical restraint, physical restraint, or seclusion—disaggregated by race, sex, and EL status; and
- Number of instances of mechanical restraint, physical restraint, and seclusion—disaggregated by students without disabilities, students with disabilities served by the IDEA, and students with disabilities served by Section 504 only.

# Restraint and Seclusion Module Instructions



- When reporting Restraint and Seclusion data, respondents should first review the Module Instructions (found on both the CRDC School Form and the CRDC Data Submission Tool).

**Module Instructions**

**DATES**  
Report a cumulative count based on the entire 2017-18 regular school year, not including intersession or summer.

**NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES**  
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.

**SPECIAL INSTRUCTIONS**  
For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.  
Students may be counted in more than one restraint or seclusion category.

**KEY DEFINITIONS**  
Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:  
--Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;  
--Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;  
--Restraints for medical immobilization; or |  
--Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.  
Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.  
Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

# Definitions



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- Respondents should review all definitions to make sure they are understood and align with how students and instances are reported:
  - Mechanical restraint
  - Physical restraint
  - Seclusion
  - IDEA
  - Non-IDEA
  - English Learner (EL)
  - Students with Disabilities (Section 504 only)
  - Ungraded



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# Restraint and Seclusion Reporting Guidance

# Student Counts vs. Instances of Restraint or Seclusion



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- Questions RSTR-1 and RSTR-2 collect data on the *number of students* who were subjected to restraint or seclusion at least once.
- Question RSTR-3 collects data on the *number of instances* of restraint or seclusion.
- \*The number of instances (RSTR-3) should be equal to or greater than the number of students (RSTR-1 and RSTR-2) because one student could be restrained or secluded on one or multiple occasion(s).

# Disaggregation of Number of Students vs. Instances



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- Students subjected to restraint or seclusion (RSTR-1 and -2)
  - RSTR-1: Number of non-IDEA students, or students not served by IDEA (including students served by Section 504 only).
  - RSTR-2: Number of IDEA students, or students served by IDEA.
- Instances of restraint or seclusion (RSTR-3)
  - RSTR-3: Number of instances for students without disabilities, students with disabilities (IDEA), and students with disabilities (Section 504 only).

# RSTR-1 (1a, 1b, 1c): Non-IDEA Students



- RSTR-1a, 1b, and 1c collect information for *students* subjected to mechanical restraint, physical restraint, or seclusion who are non-IDEA, disaggregated by race/ethnicity and sex, and then capture a subset of *students* who are reported as English Learner (EL) non-IDEA students by sex, and Section 504 only students by sex.
- For example, RSTR-1a mechanical restraint table:

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	EL Non-IDEA Students	<a href="#">Students with Disabilities (Section 504 only)</a>
Non-IDEA males subjected to mechanical restraint:										
Non-IDEA females subjected to mechanical restraint:										
<b>Total number of non-IDEA students subjected to mechanical restraint:</b>										



# RSTR-2 (2a, 2b, 2c): IDEA Students



- RSTR-2a, 2b, 2c collect information for *students* subjected to mechanical restraint, physical restraint, or seclusion that are classified as IDEA, disaggregated by race/ethnicity and sex, and then capture a subset of *students* who are reported as English Learner (EL) IDEA students by sex.
- For example, RSTR-2a mechanical restraint table:

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total IDEA Students	EL IDEA Students
IDEA males subjected to mechanical restraint:									
IDEA females subjected to mechanical restraint:									
<b>Total number of IDEA students subjected to mechanical restraint:</b>									

# RSTR-3: Students Without Disabilities, IDEA Students, Section 504 Only Students



- RSTR-3 collects data for the number of *instances* of mechanical restraint, physical restraint, or seclusion that occurred at the school during the school year, for students without disabilities, students with disabilities (IDEA), and students with disabilities (Section 504 only).
- RSTR-3 table:

	<b>Students without Disabilities</b>	<b><u>Students with Disabilities (IDEA)</u></b>	<b><u>Students with Disabilities (Section 504 only)</u></b>
Number of instances of mechanical restraint			
Number of instances of physical restraint			
Number of instances of seclusion			

# General Guidance on Reporting Nulls, Zeros, and Not Submitted (NS)



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- **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 submitting data through a flat file, use a null value (i.e., blank) if data are missing or not applicable.
  - For example, elementary schools will have null values (i.e., blanks) for items that only apply to middle schools or high schools.
- **When to Report Zero (0):** If data are available and applicable for a given school or LEA, but no students fall in that particular category, then report 0.
  - Zeros represent an actual count or number for fields that are applicable to a given school or LEA.
  - Inputting a 0 indicates that the data element is applicable to a school or LEA, and there is a count available.
  - When the CRDC data are published, zeros are included in calculations for averages, means, percentages and other statistical measures.
- **When to Use NS:** There may be situations where a data value is incorrectly uploaded and needs to be deleted.
  - A null value (i.e., blank) in a file upload will not over-write 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.
  - *NS only applies to file uploads and is not used in the on-screen data entry.*

# Specific Guidance on Reporting Nulls, Zeros, and NS for Restraint and Seclusion



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- **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).
  - For example, jurisdictions where the use of restraint and seclusion are prohibited will have null values (i.e., blanks) for all restraint and seclusion items.
  - An action plan will be required.
- **When to Report Zero (0):** If data are available and applicable for a given school or LEA, but no students fall in that particular category, then report 0.
  - For example, if it's possible for a school to have a student subjected to restraint or seclusion, but the school did not have any students or instances to report for a particular school year, then 0 would be applicable to the fields for the restraint and seclusion questions.
- **When to Use NS:** There may be situations where a data value was incorrectly uploaded and needs to be deleted.
  - For example, if a school reports 0 students subjected to restraint or seclusion, but then realizes that these fields should be left blank because data are not collected on restraint and seclusion, then the school should enter "NS" into the restraint or seclusion fields in order to revert the fields to a null status.
  - *NS only applies to file uploads and is not used in the on-screen data entry.*

# Data Quality Checks in Submission Tool



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- There are three error checks built into the data submission tool that address potential discrepancies in restraint and seclusion data:
  1. Within IDEA, Section 504 only, and students without disabilities, if the number of restrained or secluded students is greater than 0, then the number of instances of mechanical restraint, physical restraint, or seclusion for that specific group of students must be greater than 0.
  2. If the number of instances of restraint or seclusion is 100 or greater, then the number of students subjected to restraint or seclusion should be less than the number of instances of restraint or seclusion.
  3. If there are 50,000 or more students enrolled, an error is triggered if the instances of mechanical restraint, physical restraint, or seclusion is not greater than 0.

# When and How to Submit an Action Plan



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- When a school or LEA is unable to provide required CRDC data, OCR requires the development and submission of an action plan to ensure that accurate and complete data are submitted for the next collection cycle.
  - *This includes LEAs and schools that do not collect data due to policies that prohibit restraint and seclusion of students.*
- To activate the action plan feature in the submission tool, you must send an email to the Partner Support Center, [CRDC@aemcorp.com](mailto:CRDC@aemcorp.com), with the subject line “Action Plan Request,” and your district’s name, state, and 7 digit NCES LEA ID in the body of the email.

# When and How to Submit an Action Plan (continued)



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- Prior to submitting an action plan, the LEA will need to do the following:
  - Identify all data elements that cannot be provided for the current collection and why the data cannot be provided.
  - Determine who will be responsible for collecting such data in the future.
  - Identify how such data will be collected in the future and how the school or LEA will ensure that the data will be complete and accurate for the next CRDC.
  - Determine the steps, timelines and responsible parties for the following tasks:
    - Notifying responsible school or LEA personnel;
    - Creation or modification of data collection systems; and
    - Collection of complete and accurate data.
- Prior to the start of the next collection, LEAs with action plans will be:
  - Contacted by the PSC reminding them to review their action plans to ensure that they are on track to implement their plan prior to the start of the next collection; and
  - Overseen by OCR as to plan implementation and receive outreach to permit OCR to review the LEA's progress.

# Resources



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- [Tips for Reviewing Data in the CRDC](#)
  - [CRDC Data Tip: Reporting Students with Disabilities](#)
  - [CRDC Data Tip: Zeros, Null and NS](#)
  - [CRDC How to Create an Action Plan for Missing Data](#)
  - [CRDC How to Activate and Complete an Action Plan](#)
  - [2017-18 School Form](#)
  - [2017-18 LEA Form](#)
- *Additional resources can be found on the CRDC Resource Center website <https://crdc.grads360.org>.*



# Contact Support



- Please contact the CRDC Partner Support Center (PSC) or OCR with any questions or concerns that you may have related to the CRDC.
  - PSC
    - Telephone: 1-855-255-6901
    - Email: [CRDC@aemcorp.com](mailto:CRDC@aemcorp.com)
  - OCR
    - Email: [OCRdata@ed.gov](mailto:OCRdata@ed.gov)

# Resources



- Federal websites for formal public comments ([www.federalregister.gov](http://www.federalregister.gov) & [www.regulations.gov](http://www.regulations.gov))
- CRDC Resource Center (<https://crdc.grads360.org>)
- CRDC Partner Support Center ([crdc@aemcorp.com](mailto:crdc@aemcorp.com))
- CRDC Reporting Website (<http://ocrdata.ed.gov>)
- ED OCR CRDC Website (<http://crdc.ed.gov>)
- ED OCR CRDC Customer Service Help Desk ([ocrdata@ed.gov](mailto:ocrdata@ed.gov))



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# Questions?

# PLEASE COMPLETE THE EVALUATION!!



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- 4 ways:
  - Paper forms (submission boxes near registration table)
  - Go to <https://www.surveymonkey.com/r/2019STATS-DC>
  - Conference app under “Evaluation Forms”
  - Scan the QR code:



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