

# Reporting Tool: Collecting and Reporting Racial and Ethnic Data in Seven Categories

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## Related Consolidated State Performance Report Tables and ED*Facts* File Specifications

### Consolidated State Performance Report Tables:

- Students served (student count, by racial and ethnic categories; tables 2.5.1.3/2.5.3.3)

### ED*Facts* Specification Files:

- C119 & C127: Neglected or Delinquent (N or D) Student Participation (provides racial and ethnic data)

## Purpose of this Tool

As of school year (SY) 2010–11, the U.S. Department of Education (ED) has required States to report students' racial and ethnic data using seven categories in the Consolidated State Performance Report (CSPR). To obtain racial and ethnic information from students, staff in facilities must determine racial and ethnic categorization using a two-part question. Once obtained, these data are then aggregated into seven racial and ethnic categories for reporting purposes. This tool provides an example of how the data may be collected and an example of how the data are to be reported in the seven reporting categories.

For more specific information, ED provides detailed guidance on these requirements in *ED*Facts* Guidance on Submitting Racial and Ethnic Data* (<https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/re-guide-v6-0.pdf>). This tool is adapted from *Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories* (<http://nces.ed.gov/pubs2008/rediguide/index.asp>), a guide from the National Forum on Education Statistics.

## Collecting Racial and Ethnic Data Using a Two-Part Question

This section describes how staff in N or D facilities should approach obtaining information about a student's racial and ethnic categories when collecting demographic information.

### Question 1: The first question focuses on the student's ethnicity.

Are you Hispanic/Latino? (Choose only one.)

1. **No, not Hispanic/Latino**
2. **Yes, Hispanic/Latino** (a person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race)

The above question is about ethnicity, not race. **No matter what the student selects above**, he/she should continue to answer the second question by marking one or more boxes to indicate what he or she considers to be his or her race.

### Question 2: The second question focuses on the student's race.

What is your race? (Choose one or more.)

1. **American Indian or Alaska Native** (a person who has origins in any of the original peoples of North, South, and Central America and maintains tribal affiliation or community attachment)
2. **Asian** (a person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent—including, e.g., Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam)
3. **Black or African-American** (a person who has origins in any of the Black racial groups of Africa)
4. **Native Hawaiian or Other Pacific Islander** (a person who has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)
5. **White** (a person who has origins in any of the original peoples of Europe, the Middle East, or North Africa)

## Reporting in the Seven Racial and Ethnic Categories

States must report the data that are collected from the questions above in the following seven aggregated racial and ethnic categories:

1. **Hispanic/Latino of any race** (Note: Respondents who identify as Hispanic/Latino ethnicity will be reported as “Hispanic/Latino,” regardless of the race they identify.)

For individuals who are non-Hispanic/Latino:

2. **American Indian or Alaska Native**
3. **Asian**
4. **Black or African-American**
5. **Native Hawaiian or Other Pacific Islander**
6. **White**
7. **Two or more races** (Note: The “two or more races” category is used for only non-Hispanic/Latinos who identify multiple races in the second question.)

Exhibit 1 demonstrates this rollup of demographic data.

### Exhibit 1. Example of Racial and Ethnic Data Collection and Reporting

<b>Question 1. Ethnicity (as self-identified by the respondent)</b>	<b>Question 2. Race (as self-identified by the respondent)</b>	<b>Federal reporting category in which the respondent is counted</b>
Hispanic/Latino	White	Hispanic/Latino
Hispanic/Latino	Asian and Black/African-American	Hispanic/Latino
Non-Hispanic/Latino	Native Hawaiian/Other Pacific Islander	Native Hawaiian/Other Pacific Islander
Non-Hispanic/Latino	White and American Indian or Alaska Native	Two or more races

### Related Resources

- ED*Facts* “Guidance on Submitting Racial and Ethnic Data”: <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/re-guide-v6-0.pdf>
- “Appendix A. Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education”: <http://nces.ed.gov/pubs2008/rediguide/pdf/appendixA.pdf>
- Managing an Identity Crisis: Forum Guide to Implementing New Federal Race and Ethnicity Categories: <http://nces.ed.gov/pubs2008/rediguide/index.asp>

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This NDTAC tool is intended as a quick reference and does not supersede or replace any Federal forms or information about the collection and reporting of data pertaining to Title I, Part D.