

INSTRUCTIONAL GUIDE TO REPORTING TITLE I, PART D DATA IN THE CONSOLIDATED STATE PERFORMANCE REPORT SCHOOL YEAR 2004–2005

Prepared by the National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, and At-Risk



neglected-delinquent.org



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The National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent and At Risk (NDTAC) is providing this document as a supplement to the instructions provided in the Consolidated State Performance Report (CSPR) for programs under Title I, Part D. This guide was developed by NDTAC and is intended as a tool for States in requesting information from SAs and LEAs. This is not a U.S. Department of Education Guidance document. The document includes the following sections:

- General instructions
- Table-by-table instructions
- Acronyms
- Data definitions¹
- Contact information

Questions about Title I, Part D reporting requirements should be directed toward your State Title I, Part D Coordinator, or Gary Rutkin, Federal Program Manager of Title I, Part D for further assistance.

General Instructions

The CSPR forms are due to the U.S. Department of Education by **April 14, 2006**.

The information reported on the Title I, Part D section of the CSPR applies *only* to facilities/programs that receive Title I, Part D funds, and, similarly, to students who are neglected or delinquent (N or D) and receive Title I, Part D services. Students who are housed in the same facility but do not benefit from Title I, Part D funds *should not* be included in the counts requested in these forms.

Missing Data

Fill out the tables completely and make distinctions between zero counts and missing information. We recommend the following guidelines for making these distinctions. Providing complete tables will decrease the amount of follow-up questions from the U.S. Department of Education.

- Legitimate zero counts should be indicated with the number “zero” and *not* left blank.
- Missing information should be represented with an “NC” (not collected).
- Information that does not apply to your State can be indicated with an “NA” (not applicable).

For data that is missing/not collected, provide a written explanation of why this information could not be obtained and what will be done to ensure that it will be included in the report next year.

¹ Note that the definitions provided within this document are intended as definitions to be used solely for the purpose of completing the reporting forms, and are not necessarily reflective of definitions or terminology used more broadly in the field.

Reporting Year

The reporting year is defined as the school year beginning July 1, 2004 through June 30, 2005. If your State uses any definition other than this, note that definition and provide an explanation for why you needed to use the alternate definition.

Table I: Facilities and Students

(a) Number of facilities: This section asks for the total number of facilities or programs that received Title I, Part D funding in each of the Part D categories: at-risk, neglected, and delinquent. For definitions of these terms, please see the “definitions” section of the document. If your State did not use Title I, Part D funds in each of these categories, then enter “NA” in those reporting cells.

(b) Number of duplicated N or D students: This number represents the total number of admissions of students who are at-risk, neglected, or delinquent in each type of facility or program during the reporting year. Students who entered facilities multiple times can be counted for every time they were admitted, meaning that duplicate counts are allowed in this field. This count should *not* include students who do not receive Title I, Part D services.

(c) Average length of stay: This number should represent the average number of days students remained in each type of facility or program per visit during the reporting period. Students with multiple stays *can* be included in this average.

(d) Number of unduplicated N or D students: An unduplicated count is one that counts a student *only once*, even though they may have been admitted to a facility or program multiple times within the reporting year.

NOTE: For (b), (c), and (d), and throughout the reporting tables, students who entered a facility or program *prior* to the current reporting year can be included in the report *if* the enrollment extended into the current reporting period.

If the State’s definitions vary in any way from the definitions provided, please note the ways in which they vary.

Table I: Facilities and Students (continued)

(e) Number of facilities serving more than one purpose: Report on only the multipurpose institutions that served more than one purpose *and* received Title I, Part D funding in more than one area. See below for further description:

What does multipurpose mean? A facility is considered a multipurpose institution if it serves more than one programming purpose. For example, the same facility may run both a juvenile corrections program and a neglected program.

What if a State does not have multipurpose facilities? This is not a requirement and States do not need to provide a count if this question does not apply. Enter “NA” for this item. Do *not* count facilities that serve only one purpose.

How does a facility count as multipurpose for reporting purposes? In order to count as a multipurpose institution on the CSPR, a facility must:

- Meet the definition of multipurpose (above); *and*
- Have more than one program area that received Title I, Part D funding.

In the example above, if both programs received funding, the facility could be represented twice in the table—once in the count for corrections facilities and once in the count for neglected facilities. Then, in the multipurpose field, indicate how many facilities total were counted in this manner. In this instance, there would be *one* multipurpose facility (e.g. 1 facility and 2 programs).

However, if the facility in the example above only received Title I, Part D funds for the juvenile corrections program, then it should be counted once under juvenile corrections, and the facility would *not* be considered multipurpose.

If the State’s definitions vary in any way from the definition of multipurpose, please note the ways in which they vary.

Table II: Student Demographics

In this section, report the demographic counts of students who were served under Title I, Part D in each type of facility or program. To verify the data for accuracy, check the following values entered with these formulas:

- The total number of students should be equal to the sum of each of the subcategories.
(*Student total* = race subtotal; *Student total* = gender subtotal; *Student total* = age subtotal)
- All subcategory counts should be equivalent.
(*race subtotal* = *gender subtotal* = *age subtotal*)

If needed, add rows to the table to indicate categories such as “other,” “not disclosed,” or other categories. Please include detailed definitions of any new categories.

Table III: Academic and Vocational Outcomes

Facility Offerings

The purpose of this set of questions is to determine how many facilities or programs provided these academic options and whether students had the opportunity to achieve these outcomes at the facility or program while enrolled.

- (1) **Awarded HS course credits:** Indicate the number of facilities or programs that received Title I, Part D funds and awarded at least one high school course credit during the reporting year.
- (2) **Awarded HS diplomas:** Indicate the number of facilities or programs that received Title I, Part D funds and awarded at least one high school diploma during the reporting year.
- (3) **Awarded GED(s):** Indicate the number of facilities or programs that received Title I, Part D funds and awarded at least one GED during the reporting year.

Facilities or programs that do not offer these options in house, but do award them through the local schools or other programs, *can* be counted in this section as awarding credits, diplomas, and GEDs, because the opportunity was made available to students to take advantage of these options while enrolled. If this is the case, make a note of this along with the percentage of facilities in the State that awarded credits, GEDs, and diplomas in this manner.

Academic & Vocational Outcomes

All counts in this section should be *unduplicated counts*: students with multiple admissions can be only counted *once*, and data should also be from the students' most recent enrollment. Counts should reflect actual, and not anticipated, outcomes.

Note that it is possible for the same student to be counted as having attained more than one outcome. For example, the same student may have returned to district schooling *and* earned high school credits. Both of these outcomes may be counted as long as both occurred in the same and most recent enrollment period for the student. Outcomes *cannot* be counted across multiple enrollments.

Items 1, 2 and 8 refer to outcomes that occurred *while a student was enrolled in the facility or program*. This means the outcomes were achieved by the student *prior to* exiting the facility or program. However, the programs/courses need not be run by the facility or program itself in order to count in this category. If the State's definitions vary in any way from the definitions provided, please note the ways in which they vary.

- (1) **Earned HS course credits:** This refers to the number of students who earned transferable high school course credits *only* while enrolled in the facility or program.
- (2) **Enrolled in a GED program:** This refers to the number of students who enrolled in (and attended) a program or course aimed at helping students pass the GED. Their participation in this program should have occurred *only* during the time they were enrolled in the facility or program.

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- (8) Enrolled in elective job training program/course:** This refers to the number of students who enrolled in (and actually attended) programs or courses that provided job training. Their participation in this course should have occurred *only* during the time they were enrolled in the facility or program.

Items 3-7, 9, and 10 refer to outcomes that occurred *while a student was enrolled in the facility or program and/or within 30 days after exit*. This means that the student may have achieved the outcome *either* during the enrollment period *or* within 30 days after leaving the facility or program. The purpose of this section is to recognize that students may be planning for their futures while in facilities, and also to allow States to also report on transition activities after exit, if known. If the State's definitions vary in any way from the definitions provided, please note the ways in which they vary.

- (3) Enrolled in their local district school:** This item refers to the number of students who returned to or enrolled in a local district school upon leaving the facility or program or within 30 days after enrollment ended.
- (4) Earned a GED:** This item refers to the number of students who earned a GED either while enrolled in the facility or program or within 30 days after enrollment ended.
- (5) Obtained a HS diploma:** This item refers to the number of students who earned a high school diploma either while enrolled in the facility or program or within 30 days after enrollment ended.
- (6) Were accepted into postsecondary education:** This item refers to the number of students accepted into a postsecondary program. Enrollment and/or attendance at the postsecondary institution is *not* required for this item. Program acceptance may have occurred while in the facility or program or 30 days after enrollment ended.
- (7) Enrolled in postsecondary education:** This item refers to the number of students who were accepted *and* subsequently enrolled in a postsecondary program. Enrollment is defined as the student's acceptance of the offer, and may have occurred while the student was in the facility or program, or within 30 days after exit. Actual attendance may not be known. Note that this number should be *equal to or less than* the number accepted into postsecondary education.
- (9) Enrolled in external job training education:** This item refers to the number of students who enrolled in an external job training program that is not part of a two or four year degree program. External means the educational program is not associated with the current facility or program in any way. Enrollment may have occurred while the student was in the facility or program, or within 30 days after exit. Actual attendance may not be known.
- (10) Obtained employment:** This refers to the number of students who obtained employment (i.e. received a job offer). This job offer may have occurred while the student was in the facility or program, or within 30 days after enrollment ended.

Tables IV and V: Academic Performance

Tables IV (Reading) and V (Math) are for reporting the academic progress of students who are N or D while in Title I, Part D facilities and programs. This section describes the definitions of terms in the table and provides row-by-row instructions.

Table IV and V Definitions

Long-term students

Only students who have been in the facility or program for at least 90 consecutive calendar days or more during the reporting period should be included in the counts.

NOTE: Students who entered a facility or program *prior* to the current reporting year can be included in the report *if* they were enrolled for 90 or more consecutive calendar days *and* part of the enrollment was during the reporting period (7/1/04-6/30/05).

Length of stay

Once long-term students (according to the definition above) have been identified, they should be separated and reported in the following 3 categories:

- Students in placement for 90–179 days (3–6 months)
- Students in placement for 180–270 days (6–9 months)
- Students in placement for more than 270 days (> 9 months)

Type of facility

Students should also be separated into the type of facility or program in which they were enrolled. For this table, note that juvenile corrections should also include *both* the counts from juvenile corrections *and* detention; long-term stays in detention facilities are rare, but should be included here if they occurred.

Unduplicated count

This table should also reflect unduplicated counts of students. If a student has had more than one 90-day stay during the reporting year, then include the results of the most recent enrollment for which complete data is available. Do *not* add two or more visits together to obtain a 90-day enrollment. If students have taken more than one post-test, report only the results of the most recent test.

Assessment data

Assessments reported should be appropriate for pre- and post-test use. Since the State assessments are only given once a year, these data should *not* be included in this section because they do not reflect student progress while in the program. The data provided in this table are intended for pre- and post-test results *only*.

If a facility or program does not have pre- or post-test data available, the State should include a written description in the Consolidated Report with the following information: (1) the percentage of facilities or programs that were unable to report the data, (2) why they were unable to report, and (3) what steps are being taken to be able to provide this data in the future.

Grade-level format

Some programs and facilities may choose to not score their data in grade-level format. However, many testing companies do provide scores in multiple formats, including grade-level equivalents. Test results that can be collected and/or converted to grade level in a manner that is statistically valid should be reported in this manner. If for any reason your State cannot report data in this manner, contact your State liaison listed in the last section of this document.

Multiple test results

If facilities administer more than one post-test during a student's stay, only the results of the most recent post-test should be used. Again, because this is an unduplicated count of students (see above), testing results should only be included for the most recent 90-day stay.

If the State's definitions vary in any way from the definitions provided throughout this section, please note the ways in which they vary.

Row-by-Row Instructions

- (1) **Number of students who were in placement during the reporting year:** This value provides a baseline count of the number of students in each of the three length-of-stay categories. It is asked here because it cannot be derived from the general counts provided in Table I.
- (2) **Number of students in line 1 who tested below grade level upon entry:** This value refers to the number of *long-term* students who were testing below their grade level when they entered the facility or program. This number should be equal to or less than the value in line 1.
- (3) **Number of students in line 1 who took both the pre- and post-test reading/math exams:** This value refers to the number of *long-term* students for whom a complete set of pre- and post-test data is available. This serves as a reference value for the rest of the questions in the table. This number should be *equal to or less than* the values provided in line 1.
- (4) **Number of students from line 3 who showed negative grade-level change from pre- to post-test:** This value refers to the number of *long-term* students who declined or received lower scores on their post-test than their earlier pretest. This number should not exceed the values in line 3.
- (5) **Number of students from line 3 who showed no change in grade level from pre- to post-test:** This value refers to the number of *long-term* students whose scores did not change between their pretest and their post-test. This number should not exceed the values in line 3.
- (6) **Number of students from line 3 who showed improvement of up to half a grade level from the pre- to post-test:** This value refers to the number of *long-term* students who demonstrated an improvement of up to half a grade level between their pretest and their post-test. This number should not exceed the values in line 3, and should not include students already counted in line 5.

NOTE: If the assessment used by facilities or programs does not allow for half-grade increments, enter NA in line 6 and then count students in lines 7 or 8, as appropriate.

(7) Number of students from line 3 who showed improvement of up to 1 full grade level from the pre- to post-test: This value refers to the number of long-term students who demonstrated an improvement of up to one full grade level between their pretest and their post-test. This number should not exceed the values in line 3, and should not include students already counted in lines 5 or 6.

(8) Number of students from line 3 who showed improvement of more than one grade level from the pre- to post-test: This value refers to the number of long-term students who demonstrated an improvement of more than one grade level between their pretest and their post-test. This number should not exceed the values in line 3, and should not include students counted in lines 5, 6, or 7.

NOTE: To further verify the data, the sum of lines 4–8 down each column (a–f) should be equal to the values provided in line 3.

ACRONYMS

ED	U.S. Department of Education
CSPR	Consolidated State Performance Report
GED	General Education Development program
IDEA	Individuals with Disabilities Education Act, as amended
LEA	Local Education Agency
N or D	Neglected or Delinquent
SA	State Agency
SEA	State Educational Agency

DEFINITIONS

Adult Corrections	An adult correctional institution is a facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense. An adult correctional institution that confines such youth is eligible to receive Title I, Part D funds if it provides them with a regular program of instruction (not beyond grade 12) by using State funds.
At-Risk Programs	Programs operated in local schools that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate. Again, note that this category only applies to Subpart 2 programs, and is not included in any outcome measures.
Community Day Program	A community day program is a regular program of instruction provided by an SA at a community day school operated specifically for neglected or delinquent children and youth.
Delinquent Facilities	An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision and have had an average length of stay of at least 30 days. Delinquent facilities eligible for Title I, Part D funds include facilities for detention (where the average length of stay is at least 30 days), juvenile corrections facilities, and adult corrections facilities.
Detention Facilities	Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment. Detention facilities with an average length of stay of over 30 days are eligible for Title I, Part D funds.
Duplicated Count	A count of students that includes multiple enrollments. Essentially, this value should be equivalent to the number of admissions a facility or program processed for Title I, Part D students during the reporting year.
Juvenile Corrections	See definition for delinquent facilities.
Long-Term Students	Students who have been enrolled in a program for 90 or more consecutive calendar days. Multiple admissions cannot be added together.
Multipurpose Facility	An institution/facility/program which serves more than one programming purpose. For example, the same facility may run both a juvenile corrections program and a neglected program.

Neglected Programs	An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable State law due to (1) abandonment, (2) neglect, or (3) death of their parents or guardians and who have had an average length of stay of at least 30 days.
Reporting Year	Same as definition of school year, July 1, 2004 - June 30, 2005.
School Year	Same as definition of reporting year, July 1, 2004 - June 30, 2005.
Unduplicated Count	An unduplicated count is one that counts students <i>only once</i> , even though they may have been admitted to a facility or program multiple times within the reporting year.

TITLE I, PART D PROGRAM CONTACT

GARY RUTKIN 202-260-4412	Federal Program Manager for the Title I, Part D, Neglected, Delinquent, or At Risk Program
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NDTAC STATE LIAISON CONTACTS

LESLIE BROCK 650-843-8107 lbrock@air.org	Alaska, Colorado, Delaware, Hawaii, Missouri, Vermont, Virginia, Washington, DC., West Virginia
PABLO DE LA HUERTA 202-403-5132 pdelahuerta@air.org	Florida, Idaho, Louisiana, Montana, North Carolina, North Dakota, Ohio, South Carolina
NICK READ 202-403-5354 nread@air.org	California, Illinois, Indiana, Nebraska, New York, Oklahoma, Texas, Washington, Wyoming
ADAM SEGAL 202-403-5977 asegal@air.org	Alabama, Arizona, Arkansas, Georgia, Kentucky, Maryland, Massachusetts, Puerto Rico, Rhode Island
ANJU SIDANA 202-403-5540 asidana@air.org	Connecticut, Iowa, Kansas, Mississippi, Oregon, Pennsylvania, Tennessee, Utah, Wisconsin
SARAH TETTEYFIO 202-403-5656 stettyfio@air.org	Maine, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, South Dakota

For the most up-to-date State liaison information, please see the NDTAC Web site at: www.neglected-delinquent.org.