

INSTRUCTIONAL GUIDE TO REPORTING TITLE I, PART D DATA IN THE CONSOLIDATED STATE PERFORMANCE REPORT SCHOOL YEAR 2005–2006

Updated January 4, 2007

*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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Instructional Guide to Reporting Title I, Part D Data in the Consolidated State Performance Report School Year 2005–2006

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 State Agencies and Local Education Agencies. This is not a U.S. Department of Education Guidance (USED) document. The document includes the following sections:

- General instructions
- Table-by-table instructions
- Appendix A: Acronyms
- Appendix B: Data definitions¹
- Appendix C: Contact information
- Appendix D: Calculating weighted averages

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.

Throughout this document, NDTAC provides sample tables which combine the requirements of Subparts 1 and 2. The actual CSPR tables distributed by the Department of Education will appear slightly different as the CSPR tables appear separately for each Subpart and include different programming areas. Subpart 1 tables include adult corrections and Subpart 2 tables include at-risk.

Important: Changes to the Title I, Part D tables were made after the original copy of the CSPR was distributed earlier this year, when it was noticed that the adult corrections category was excluded from some of the Subpart 1 tables. The updated forms do include the Adult Corrections category. Please click on the following link on our website for the correct Microsoft Word version for all Title I, Part D programs: <http://www.neglected-delinquent.org/nd/data.asp> .

General Instructions

The CSPR forms that include Title I, Part D (Part II of the CSPR) are due to the U.S. Department of Education by **February 1, 2007**.

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, delinquent, or at-risk (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 data requested in these forms.

¹ The definitions provided within this document are intended as definitions to be used solely for the purpose of completing the reporting forms. They do not necessarily reflect the definitions or terminology used more broadly in the field.

Missing Data

Fill out the tables completely and make distinctions between zero counts and missing information. NDTAC recommends the following guidelines for making these distinctions. Providing complete tables will decrease the amount of follow-up necessary from USED.

- Legitimate zero values should be indicated with the number “zero” and not left blank.
- Do not use zeros to indicate missing or not collected data.
- Information that is not applicable (e.g. funds were not provided to any of a certain program type, such as neglect) should be left blank.
- For information that is missing or not collected (e.g. programs did receive funds, but data were not provided this year), also leave the data field blank.
- For ALL blank data fields (not applicable, missing or not collected), provide a written explanation of why the data is not reported; if missing or not collected, explain why it could not be obtained and what will be done to ensure that it will be reported in subsequent years.

Reporting Year

The reporting year is defined as the school year beginning **July 1, 2005 through June 30, 2006**. If your State uses any definition other than this, note that definition and provide an explanation for why the alternate definition is necessary.

Table Cell Numbers

Because the sample tables in this document combine the Subpart 1 and 2 tables and do not align exactly with the CSPR tables, the cell numbers are not included here. However, the CSPR tables for SY 05-06 do contain cell numbers throughout all of the tables; these numbers are generated internally at USED and do not necessarily correspond to the row numbers in the tables themselves. The discrepancy between the cell numbers and row numbers is not erroneous.

Definitions

Appendix B provides definitions for commonly used terms. Additional definitions are provided throughout this *Guide*. If the State’s definitions used for the collection or reporting of data vary in any way from the definitions provided herein, please indicate the variations in the comments sections throughout the reporting system.

Table 2.4.1.1 / 2.4.2.1: Facilities and Students

Changes to Facility and Student Counts on the 05-06 Forms

- An “other programs” category has been added in Subparts 1 and 2; in Subpart 2, other programs are grouped with at-risk programs in the subsequent tables. See the data definitions later in this document and note that this addition impacts all tables.
- The duplicated count of students has been removed from Subparts 1 and 2; however, States may consider collecting this information for calculating the average length of stay.
- The instructions for calculating average length of stay have been revised. *See below.*

(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-risk², neglected, juvenile detention, juvenile corrections, adult corrections³, and other programs. For definitions of these terms, please refer to Appendix B.

(b) 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. The average should be weighted by the number of students and should include the number of days, per visit, each student was enrolled during the reporting year, regardless of entry or exit date.

Because the request is for an average of days within the reporting year (and not an overall facility average), the values for this column should not exceed 365 days. Refer to Appendix D for further information about creating a weighted average.

(c) 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 (a), (b), and (c), 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 their enrollment extended into the current reporting period. For (b), average length of stay, do not include the days enrolled outside the reporting period.

(d) 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:

² At-risk programs apply to Subpart 2 only.

³ Adult corrections programs apply to Subpart 1 only.

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 detention 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. Leave this question blank if this item does not apply.

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 the juvenile corrections and detention programs received funding, the facility could be represented twice in the table—once in the count for juvenile corrections and once in the count for juvenile detention. Then, in the multipurpose field, indicate how many facilities total were counted in this manner. In this instance, there would be one multipurpose facility (i.e., 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 for the purposes of this report.

Sample of Table 2.4.1.1 / 2.4.2.1

Facility/Program type	Number of facilities/ programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
At-Risk (Subpart 2 only)			
Neglected Programs			
Juvenile Detention			
Juvenile Corrections			
Adult Corrections (Subpart 1 only)			
Other Programs			
Number of facilities that served more than one purpose: _____			



Data Quality Check: Facilities and Students

- No cell in the *average length of stay* column exceeds 365 (days).
- Facilities providing more than one type of program and receiving Part D funds are counted in the “*number of facilities that served more than one purpose*” data cell.
- Cells with valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing or not collected are blank.
- Comments are included for all blank data cells.

Table 2.4.1.2 / 2.4.2.2: Student Demographics

Changes to Demographics on the 05-06 Forms

- An “other programs” column has been added to the Subpart 1 forms; in Subpart 2 “other programs” has been added and combined with at-risk programs.
- The age categories have been clarified.

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

- The total number of students should be equal to the unduplicated count in the State Agency Title I, Part D Facilities table (2.4.1.1 / 2.4.2.1).

(Unduplicated count of students = All students total)

- The total number of all students should be equal to the subtotals of each category AND all subcategory counts should be equivalent.

(All students total = race total = gender total = age total)

- If all data cannot be included in the existing race/ethnicity categories, provide a note in the comments section indicating the value for the remaining students and indicate why they are not reported within the table.

Sample of Table 2.4.1.2 / 2.4.2.2

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction (Subpart 1 only)	Number in at-risk*/ other programs (Subpart 2 only)
All Students					
Race/ethnicity					
American Indian or Alaska Native					
Asian or Pacific Islander					
Black, non-Hispanic					
Hispanic					
White, non-Hispanic					
Gender					
Male					
Female					
Age					
5-10 years old					
11-15 years old					
16-18 years old					
19-21 years old					



Data Quality Check: Student Demographics

- The value in each *All Students* cell is equal to the unduplicated number of students reported in the Facilities and Students table (Table 2.4.1.1 for Subpart 1; or Table 2.4.2.1 for Subpart 2).
- The total number of students reported under *Race/ethnicity* (per column) is equal to the value for the same column in the *All Students* row.
- All students are reported under the provided *Race/ethnicity* categories; if some students were otherwise classified, note the number of students excluded in the comments section.
- The total number of students reported under *Gender* (per column) is equal to the value for the same column in the *All Students* row.
- The total number of students reported under *Age* (per column) is equal to the value for the same column in the *All Students* row.
- All students are reported under the provided *Race/ethnicity* categories; if some students were otherwise classified, note the number of students excluded in the comments section.
- Cells with valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing or not collected are blank.
- Comments are included for all blank data cells.

Table 2.4.1.3 / 2.4.2.3: Academic and Vocational Outcomes

Changes to Academic and Vocational Outcomes on the 05-06 Forms

- An “other programs” column has been added to the Subpart 1 forms.
- An “at risk or other programs” column has been added to the Subpart 2 forms.

Facility Offerings

The purpose of this set of questions is to determine how many facilities or programs provided the specified academic offerings and whether students had the opportunity to achieve these outcomes at the facility or program while enrolled. This is a count of programs and not of students.

(1.1.1) 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.

(1.1.2) 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.

(1.1.3) Awarded GED(s): Indicate the number of facilities or programs that received Title I, Part D funds and their students were awarded at least one GED during the reporting year (not necessarily awarded by the facility itself).

Facilities or programs that do not offer credits, diplomas, or GEDs 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.

Sample of Table 2.4.1.3 / 2.4.2.3

1. Facility Academic Offerings	Number of Facilities/Programs			
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities <i>(Subpart 1 only)</i>	Number of At-Risk*/ Other Programs <i>*(Subpart 2 only)</i>
1. Awarded high school course credit(s)				
2. Awarded high school diploma(s)				
3. Awarded GED(s)				

Academic & Vocational Outcomes

All student counts in this section should follow these guidelines:

- Counts should reflect an unduplicated count of students; count students with multiple admissions only once.
- Data should be from a student’s most recent enrollment; outcomes cannot be counted across multiple enrollments.
- Counts should reflect actual, and not anticipated, outcomes.
- The same student can 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 outcomes may be counted as long as both occurred in the same and most recent enrollment period for the student.
- There is no minimum length of stay requirement for reporting academic and vocational outcomes.

Outcomes During Enrollment. Three items in this table—2.1.1, 2.1.2, and 2.2.1—refer specifically 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.

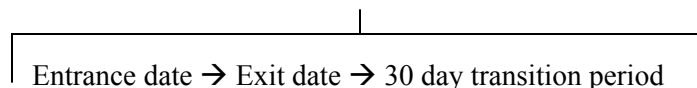
(2.1.1) Earned HS course credits: The number of students who earned transferable high school course credits *while enrolled* in the facility or program.

(2.1.2) Enrolled in a GED program: The number of students who enrolled in a program or course aimed at helping students pass the GED. Participation in the program should have occurred *during the time they were enrolled* in the facility or program.

(2.2.1) Enrolled in elective job training program/course: The number of students who enrolled in programs or courses that provided job training. Participation in the course should have occurred *during the time they were enrolled* in the facility or program.

Outcomes During Enrollment or Transition. The seven items in the table—2.1.3 through 2.1.7, 2.2.2, and 2.2.3—refer to outcomes that occurred while a student was enrolled in the facility or program and/or within 30 days after exit. The items are designed to provide the opportunity to include outcomes that occurred during a student’s enrollment and/or ones that occurred during a 30-day transition period following their exit. It may help to think of these items as capturing a broader period of time that encompasses a student’s stay from the point of entry until 30 days after exit.

Total Outcomes Reporting Period



(2.1.3) Enrolled in their local district school: This item refers to the number of students who returned to or enrolled in a local district school (but not a school in the juvenile justice system) upon leaving the facility or program or within 30 days after exit.

(2.1.4) Earned a GED: This item refers to the number of students who earned a GED while enrolled in the facility or program and/or within 30 days after exit.

(2.1.5) Obtained a HS diploma: This item refers to the number of students who earned a high school diploma while enrolled in the facility or program and/or within 30 days after exit.

(2.1.6) 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 exit. Post-secondary education refers to students who apply and are accepted into an independent post-secondary program; it does not refer to taking individual college-level courses as part of a facility program.

(2.1.7) 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. Note that this number should be equal to or less than the number accepted into postsecondary education.

(2.2.2) Enrolled in external job training education: This item refers to the number of students who enrolled in an external job training program (such as Job Corps, Youth Build, Home Builders, and culinary or other vocational schools) that is not part of a two or four year postsecondary degree program (which should be reported in 2.1.7 above). 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.

(2.2.3) 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 exit.

Sample of Table 2.4.1.3 / 2.4.2.3 Continued (Sections 2 and 3)

2. Academic & Vocational Outcomes	Number of Students			
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections Facilities <i>(Subpart 1 only)</i>	Number in At Risk*/Other Programs <i>*(Subpart 2 only)</i>
1. Academic				
<i>While in the facility, the number of students who...</i>				
1. Earned high school course credits				
2. Were enrolled in a GED program				
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>				
3. Enrolled in their local district school				
4. Earned a GED				
5. Obtained high school diploma				
6. Were accepted into post-secondary education				
7. Enrolled in post-secondary education				

2. Academic & Vocational Outcomes	Number of Students			
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections Facilities <i>(Subpart 1 only)</i>	Number in At-Risk*/Other Programs <i>*(Subpart 2 only)</i>
2. Vocational				
<i>While in the facility, the number of students who...</i>				
1. Enrolled in elective job training courses/programs				
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>				
2. Enrolled in external job training education				
3. Obtained employment				



Data Quality Check: Academic and Vocational Outcomes

- The number of programs reported as awarding a particular outcome (e.g. course credit, diploma, or GED) does not exceed the number of programs reported in Table 2.4.1.1 for Subpart 1, or in Table 2.4.2.1 for Subpart 2.
- The number of students reported under any given outcome does not exceed the unduplicated count of students, per program type.
- The number of students enrolling in postsecondary education (row 2.1.7) is less than or equal to the number accepted to postsecondary education (row 2.1.6)
- Cells with valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing or not collected are blank.
- Comments are included for all blank data cells.

Table 2.4.1.6 / 2.4.2.6: Academic Performance

Changes to Academic Performance on the 05-06 Forms

- The reading and math performance tables have been merged into a single table.
- The length of stay categories have been removed; all students enrolled over 90 days can be reported as a single group (by program type).
- An “other programs” column has been added to the Subpart 1 forms.
- An “at risk or other programs” column has been added to the Subpart 2 forms.

The Academic Performance tables (2.4.1.6 / 2.4.2.6) are for reporting the academic progress of students who are N or D while in Title I, Part D facilities and programs in reading and math. This section describes the definitions of terms in the table and provides row-by-row instructions.

Definitions and Guidelines

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 academic performance 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 (7/1/05-6/30/06). States can elect when to report performance data on students whose enrollment spans multiple reporting periods, as long as their performance is not double-counted across reporting years.

Unduplicated count

The Academic Performance tables should reflect an unduplicated count of students. If a student had more than one 90-day stay during the reporting year, then include the results of the most recent enrollment for which complete data are 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 used for the collection of academic performance data should be appropriate for pre- and post-test use⁴. Standardized, Statewide assessments are generally only administered once a year and are not appropriate for measuring student progress while in the program. The data provided in this table are intended for pre- and post-test results only.

⁴ For more information on selecting pre-post test assessments, refer to NDTAC’s *A Brief Guide to Selecting and Using Pre-Post Assessments*: http://www.neglected-delinquent.org/nd/docs/guide_prepost.pdf.

Type of facility

Separate students into the type of facility or program in which they were enrolled. For this table, note that juvenile corrections and detention are combined; long-term stays in detention facilities are rare, but should be included here if they occurred. At-risk and other programs should be reported together, if pre-post testing was a part of the program and student performance was not otherwise captured through their regular district program.

Grade-level format

Some programs and facilities may choose to score their assessment data in a format other than grade-level equivalents. However, many test publishers 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.

Note: States in the process of adopting a uniform, State-wide assessment can contact NDTAC for further assistance related to reporting academic performance data.

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 a facility or program does not have pre- or post-test data available, the State should include a written description in the Consolidated State Performance 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.

Row-by-Row Instructions and Data Verification

(1) Number of students who were in placement during the reporting year: This value provides a baseline count of the number of long-term students.

(2) Number of students in row 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 row 1.*

(3) Number of students in row 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 are 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 row 1.*

(4) Number of students from row 3 who showed negative grade-level change from pre- to post-test: This value refers to the number of long-term students who received lower scores on their post-test than their pretest. This number should not exceed the values in row 3.

(5) Number of students from row 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 row 3.*

(6) Number of students from row 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 row 3, and should not include students already counted in rows 4 or 5.*

Note: If the assessment used by facilities or programs does not allow for half-grade increments, leave row 6 blank and then count students in rows 7 or 8, as appropriate.

(7) Number of students from row 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 row 3, and should not include students already counted in rows 4, 5 or 6.*

(8) Number of students from row 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 row 3, and should not include students counted in rows 4, 5, 6, or 7.*

Sample of Table 2.4.1.6 / 2.4.2.6

Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	AR/O	N	JD/JC	AC	AR/O
1. # students who were in placement from July 1, 2005, to June 30, 2006								
2. # students from row 1 who tested below grade level upon entry.								
3. # students from row 1 who took both the pre- and post-test exams								
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams								
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams								
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams								
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams								
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams								

SAMPLE

¹ Subpart 1 only
² Subpart 2 only



Data Quality Check: Academic Performance

- The values in rows 1, 2, and 3 reflect an unduplicated count of long-term students.
- The values in row 2 are equal to or less than the values in row 1.
- The values in row 3 are equal to or less than the values provided in row 1.
- The values in row 4 do not exceed the values in row 3.
- The values in row 5 do not exceed the values in row 3.
- The values in row 6 do not exceed the values in row 3.
- The values in row 7 do not exceed the values in row 3.
- The values in row 8 do not exceed the values in row 3.
- Students counted in rows 4, 5, 6, 7, or 8 are counted only once (per subject area).
- The sum of rows 4–8 for each column equal the values provided in row 3.
- Cells with valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing or not collected are blank.
- Comments are included for all blank data cells.

Appendix A: 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

Appendix B: Definitions

Facilities and programs counted in the CSPR should be categorized based on the way the State categorized them in the State’s original funding request. If this information is not available, States may use the definitions provided here as a guide.

Adult Corrections	<p>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.</p> <p><i>Note:</i> 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.</p>
At-Risk Programs	<p>Programs operated (through LEAs) 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 at school.</p> <p><i>Note:</i> This category only applies to Subpart 2 programs; such programs are required to provide student and facility counts and demographic data; space is available to report student outcomes and academic performance, if applicable.</p>
Community Day Program	<p>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.</p>
Delinquent Facilities	<p>Delinquent facilities eligible for Title I, Part D funds are broken into the following 3 categories for reporting purposes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detention (where the average length of stay is at least 30 days), <input type="checkbox"/> Juvenile correctional facilities, and <input type="checkbox"/> Adult correctional facilities. <p>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.</p>
Detention Facilities	<p>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.</p> <p><i>Note:</i> Detention facilities with an average length of stay of over 30 days are eligible for Title I, Part D funds.</p>

Juvenile Corrections	<p>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.</p> <p><i>Note:</i> States should include any programs serving adjudicated youth (including non-secure facilities and group homes) in the Juvenile Corrections category.</p>
Long-Term Students	<p>Students who have been enrolled in a program for 90 or more consecutive calendar days. Multiple admissions cannot be added together.</p>
Multipurpose Facility	<p>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.</p>
Neglected Programs	<p>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 who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.</p> <p><i>Note:</i> Neglected programs and students receiving funds solely through Title I, Part A should not be reported under Title I, Part D.</p>
Other Programs	<p>Any other programs, not defined in any of the other categories (of at-risk, neglect, detention, or juvenile or adult corrections), which receive Title I, Part D funds and serve non-adjudicated children and youth.</p> <p><i>Note:</i> Adjudicated children and youth should be reported under Juvenile Corrections.</p>
Reporting Year	<p>Same as definition of school year, July 1, 2005 - June 30, 2006.</p>
School Year	<p>Same as definition of reporting year, July 1, 2005 - June 30, 2006.</p>
Unduplicated Count	<p>An unduplicated count is one that counts students only once, even though they may have been admitted to a facility or program multiple times within the reporting year.</p>

Appendix C: Contact Information

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 D.C., West Virginia
Liz Williams 202-403-6786 lizwilliams@air.org	Florida, Idaho, Louisiana, North Carolina, North Dakota, Ohio, South Carolina, Tennessee
Nick Read 202-403-5354 nread@air.org	California, Illinois, Indiana, Nebraska, New York, Oklahoma, Texas, Washington, Wyoming
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Anju Sidana 202-403-5540 asidana@air.org	Connecticut, Iowa, Kansas, Mississippi, Montana, Oregon, Pennsylvania, Utah, Wisconsin
Sarah Tetteyfo 202-403-5656 stetteyfo@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 Direct Assistance page on the NDTAC Web site at www.neglected-delinquent.org.

Appendix D: Creating a Weighted Average

There are several ways of approaching the calculation of this average. Note that States should look at the average length of stay within the given reporting year, not the average length of stay overall. Thus, no reported average can be greater than 365 days, and it will likely be significantly less than 365 days since 365 is the maximum number of days in the reporting year. For students whose stay overlapped across multiple reporting periods, count only the number of days enrolled during the reporting year.

1) If a State is collecting student-level data as a part of the data collection process, then the State does not need to create a weighted average. That State should use the student-level data and calculate a basic average length of stay across all students.

2) If, however, a State does not collect student-level data, then States should calculate the average by using the average length of stay for a given facility or agency weighted by the number of students within the facility or agency. This will provide a more accurate average length of stay estimate. Note that SAs, LEAs, and SEAs each may need to calculate a weighted average, depending on how each State requires the data to be reported to the SEA. Also note that in order to do this accurately, States may need to request duplicated student count data, even though this is not required on the CSPR forms (see further explanations below).

Calculation of Weighted Averages

Sample tables for creating weighted averages are provided below. This example demonstrates the calculation of the average length of stay for juvenile corrections programs in Subpart 2. However, this example applies equally well across Subpart 1 and Subpart 2 programs.

Each program provides the student count and average length of stay based on their student-level data systems. Programs do not need to weight their own data if the calculations use student-level data.

Step 1: Calculating a Weighted Average at the SA/LEA, by Program Type⁵

List Juvenile Correctional Facilities in LEA 1 receiving Subpart 2 funds	Number of Students*	Average length of Stay (days)	Students x Stay
Correctional facility A	100	101	10,100
Correctional facility B	80	11	880
Correctional facility C	50	270	1,350
Correctional facility D	100	179	17,900
Total Sum for LEA 1	330	--	42,380

*This value should be based on a duplicated student count, or more accurately, the number of students with length of stay data being used in the second column. Since students with multiple visits can be used to calculate the length of stay average, this value may be greater than the unduplicated count reported in the CSPR forms.

⁵ This calculation may need to be repeated at each LEA and/or SA, and for each of the programs types (neglect, detention, corrections, etc.), as applicable.

Calculation for Step 1:

Weighted average length of stay for LEA 1 Juvenile correctional facilities =

$$42,380 / 330 \text{ students} = \mathbf{128 \text{ days}}$$

Note that using a simple average across facilities would produce an average length of stay of 140 days. Such a calculation would over-represent some facilities and not accurately reflect the average length of stay for students as a whole.

Step 2: Calculating a Weighted Average at the State Level, by Program Type

List of LEAs Receiving Part D, Subpart 2 funds for Juvenile Corrections	Number of Students	Average length of Stay (days)	Students x Stay
LEA 1*	330*	128*	42,240
LEA 2	650	110	71,500
LEA 3	100	280	28,000
Total Sum	1,080	--	141,740

*Data here are provided from the calculations in Step 1 above.

Calculation for Step 2:

Weighted average length of stay for State's Subpart 2 juvenile correctional facilities =

$$141,740 / 1,080 \text{ students} = \mathbf{131 \text{ days}}$$

For this State example, the average length of stay reported for Juvenile Corrections in Subpart 2 (Table 2.4.2.1) should be 126 days.

If a simple average of LEA lengths of stay were used in this situation, the computation would produce a result of 173 days, thereby over-representing some of the LEAs.

This series of calculations should be repeated per program/facility type and per Subpart.