



**Indiana
Department of Education**

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Title I, Part D Final Report

A Data Collection Instructional Guide

The information collected in the Title I, Part D Final Report should include only data on facilities/programs and students that received Title I, Part D funds. Students who are housed in facilities that receive Title I, Part D funds but who were not served by Title I, Part D-funded activities during the reporting year should not be included. Additionally, students who received comparable services through the Title I, Part A reservation for children and youth who are neglected should not be included if they were not served by Title I, Part D-funded activities. The content of this instructional guide is to only be used for the purposes and interpretation of Title I, Part D Final Report reporting guidelines.

General Instructions

Reporting Year

The reporting year is defined as July 1, 2015 through June 30, 2016.

Common Definitions and Terms

Average Length of Stay	This number should represent the average number of days per visit for each type of facility or program during the reporting year. Students who have multiple stays can be included in this average. Because the data requested are for an average of days within the reporting year, the average length-of-stay value for each program type should not exceed 365 days. When calculating the average length of stay, do not include days that fall outside the Reporting Year.
Limited English Proficient (LEP) Student	A student who has been identified as someone who is not fluent in English based upon the English language proficiency assessment (also referred to as an English Learner).
Long-Term Students	Long-term students are students who have been enrolled in a program for 90 or more consecutive calendar days. Multiple admissions cannot be added together.
Neglected Programs	<p>Neglected programs are institutions for children and youth who are neglected and are public or private residential facilities, other than a foster home, that are 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. For Subpart I (LEAs) purposes, a facility must have an average length of stay of at least 30 days. There is no such requirement for Subpart II (State Agencies).</p> <p>Note: Neglected programs and students receiving funds solely through Title I, Part A should not be reported under Title I, Part D.</p>
Reporting Year	A reporting year is the same as the definition of a school year: July 1, 2015–June 30, 2016.
School Year (SY)	A school year is the same as the definition of a reporting year: July 1, 2015–June 30, 2016.
Students With Disabilities	Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Transition Services	Transition services can be described as supports and services that promote effective practices across multiple domains that impact a youth's successful return to the community. Typically, services take into account areas such as family and living arrangements; peer groups and friends; and mental, behavioral, and physical health. Although many types of transition services may be provided, only services that help a student return to and be productive in their communities through continued education, vocational training, or employment should be counted in this table.
Unduplicated Count	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.

Missing Data vs. Data Not Available

Following the below guidance and providing complete data will decrease the amount of follow up work necessary to complete or correct your data.

When entering data:

- If the data were collected, but zero students fell into the specified category, the field should be reported as zero “0” for that category.
- If the data are not applicable for a certain program type, the field should be left blank.

Counting students in the Title I, Final Report versus N&D Annual Survey Child Count

The criteria for being reported in the Title I, Part D Final Report are not the same as those for the N&D Annual Survey Child Count (which relates to the allocation of Part D funding). All students who benefitted from Part D–related programming or services during the school year should be included in the Title I, Part D Final Report.

Reporting Student Demographics

Report the number of students by race/ethnicity, gender, and age. This should be an unduplicated count of students.

$$\text{Unduplicated count} = \text{All Students} = \text{Race/Ethnicity Total} = \text{Gender Total} = \text{Age Total}$$

Additional Clarification on Reporting Subgroups

Students with a disability and who have LEP: Students may be categorized as both having a disability and LEP, if both apply.

Identifying students with disabilities and/or who have LEP: Information regarding students’ disability and/or LEP statuses should be collected already within the State. Students should not be re-categorized for Title I, Part D and data should be submitted only for those students receiving Title I, Part D services.

Modifications to the Collection of Academic and Vocational Outcomes

The academic and vocational outcomes tables have been reformatted and instructions revised to provide greater clarity regarding where and how to count students in the “in facility” and “90 days after exit” columns.

The purpose of Table III is to collect data on students’ academic and vocational outcomes while the students are enrolled in the Title I, Part D facility or program AND/OR within 90 days after their transition out of the facility or program. These guidelines should be followed for all student counts.

General guidelines:

- *No length-of-stay requirement.* There is no length-of-stay requirement for reporting a student’s academic and vocational outcomes. All students may be included regardless of their length of stay in a facility or program.
- *Actual, not anticipated, outcomes.* Counts should reflect actual, not anticipated, outcomes (**There is one exception to this:** When reporting **Enrolled in their local district school**, include the unduplicated number of students who enrolled, *or planned to enroll*, in their local district schools within 90 calendar days after exiting).
- *One student achieving multiple outcomes.* The same student may be counted as having attained more than one outcome. For example, the same student may have obtained employment and returned to a district school.
- *Multiple student enrollments are allowed.* Data for academic and vocational outcomes are not restricted to a student’s most recent facility enrollment/exit period. If a student has multiple enrollments in a facility during a reporting year, all outcomes achieved during that reporting year should be included.
- *Student counts, not outcome counts.* These student counts reflect the number of students attaining a specific outcome. They are not counts of the outcome itself. For example, if a student earns 10 high school course credits in a facility during his or her first enrollment, and 15 credits during his or her second enrollment, the student would be counted one time under **Earned High School Course Credits** while in facility. See more specific examples regarding reporting expectations in the Appendices.

Definitions for Time Periods

In facility: This refers to outcomes achieved or attained during any point within the reporting year while the student was enrolled in the facility or program.

90 days after exit: This refers to any time up to 90 days after a student has been released from the facility or program. *Exiting does not refer to transfer to another facility within the juvenile justice or child welfare systems.* The 90-day period *does not* require States to track children and youth for a full 90 days after exit. Rather, this period gives States that are able to provide transition data a longer tracking window in which students may be able to achieve outcomes after exiting. If States only are able to provide data for a shorter period of time (i.e., 10, 20, or 30 days after exit), and students have achieved these outcomes, those data should be reported.

Table and Outcome Definitions and Instructions

Table III section 1:

This section contains outcomes that students generally can achieve only after exit, e.g., students who return to their local schools. Provide the unduplicated number of students who enrolled, *or planned to enroll*, in their local district schools within 90 calendar days after exiting. All data for this measure should be reported as a single value.

1. **Enrolled in their local district school:** The number of students who returned to or enrolled in local district schools (external to the juvenile justice system).

Table III section 2:

This section contains outcomes that students can achieve *only once in their lives* (e.g., earning a GED or high school diploma). Provide an unduplicated count of students who attained each outcome. Students should be reported once, and only in the time frame during which the outcome was achieved (e.g., in facility or 90 days after exit). In this section, do not report a student in both columns.

1. **Earned a GED:** The number of students who earned a GED.
 - Students may be counted for this item in locations where the GED is awarded by the State (rather than the facility or agency).
2. **Obtained a high school diploma:** The number of students who earned a high school diploma.

Table III section 3:

This section contains outcomes that students can achieve during each time period (e.g., in facility *and/or* 90 days after exit). Provide an unduplicated count within each time period; however, students may be counted once in each column separately, depending on when the outcome was achieved.

1. **Earned high school course credits:** The number of students who earned transferable high school course credits.
 - What time period to report in:
 - In facility only. If a student earned high school course credits only while in a facility or program, report the student in this column.
 - 90 days after exit only. If a student earned high school course credits only within 1–90 days after exit, report the student in this column.
 - Both time periods. If a student earned high school course credits both while in a facility or program *and* within 90 days after exit, report the student once in each column.
2. **Enrolled in a GED program:** The number of students who enrolled in a program or course designed specifically to help students pass the GED.
 - The GED course need not be run by a facility or program itself for students to be reported under this item.
 - What time period to report in:
 - In facility only. If a student is enrolled in a GED program only while enrolled in a facility or program, report the student in this column. If a student is enrolled in a GED program while in a

facility or program and the student continues enrollment in the *same* GED course after exiting, report the student here, because enrollment was initiated in the facility or program.

- 90 days after exit only. If a student is enrolled in a GED program only within 90 days after exit, report the student in this column.
- Both time periods. If a student is enrolled in one GED program while in a facility or program and then enrolled in a *different* GED program within 90 days after exit, report the student once in each column.

3. **Accepted or enrolled in postsecondary education:** The number of students accepted and/or enrolled in postsecondary programs. Postsecondary education refers to an independent postsecondary educational program; it *does not* refer to individual college-level courses that are part of a facility's educational programming. Students may be reported if they meet one of the following criteria: (1) They are accepted into a postsecondary program (and subsequently enroll or decline); or (2) They enroll in a program that does not require an application process. Being accepted into a postsecondary program and then enrolling in the program may be counted only once in each time period (e.g. once under "in facility" and once under "90 days after exit").

- The programs or courses need not be run by, and the outcomes need not be awarded by, a facility or program itself to be counted.
- What time period to report in:
 - In facility only. If a student is accepted and/or enrolled in a postsecondary program only while enrolled in a facility or program, report the student in this column.
 - 90 days after exit only. If a student is accepted and/or enrolled in a postsecondary program only within 90 days after exit, report the student in this column.
 - Both time periods. If a student is accepted and/or enrolled in one postsecondary program while in the facility, and later is accepted and/or enrolled in a *different* postsecondary program within 90 days after exit, report the student once in each column.

4. **Enrolled in job training courses or programs:** The number of students enrolled in vocational/job training programs or courses. To be considered a job training course or program for the Title I, Part D Final Report, the course must focus on preparing students for a specific vocation. A course or program that focuses solely on soft skills, such as resume writing and interview preparation, would not be considered a job training course or program, although a job training course or program might incorporate soft skills into the curriculum. Examples of job training programs include culinary schools, food preparation and safety, cosmetology, OSHA certification, HVAC repair, auto mechanic training programs, Job Corps, Youth Build, and Home Builders. The programs or courses should not be part of a 2- or 4-year postsecondary degree program, which should be reported under "Accepted or enrolled into postsecondary education".

- The programs or courses may be provided by the facility or program or through an external organization.
- *Dual outcomes with HS course credits.* If a student earned transferrable high school course credit through a job training course, States may count the student both as having earned high school course credit and as having enrolled in job training courses or programs.
- *Required vocational education.* If a facility or program requires enrollment in vocational courses, States may also include students enrolled in such programs under this item.
- What time period to report in:
 - In facility only. If a student is enrolled in a job training course or program only while enrolled in the facility or program, report the student in this column.
 - 90 days after exit only. If a student is enrolled in a job training course or program only within 90 days after exit, report the student in this column.
 - Both columns. If a student is enrolled in a job training course or program while in the facility and then enrolled in a *different* job training course or program within 90 days after exit, report the student once in each column.

5. Obtained employment: The number of students who received job offers.

- Employing students within a facility. Students who are employed within a facility during their enrollment should not be counted under “obtained employment in facility.” The purpose of this indicator is to capture transition outcomes for students after they exit from facilities or programs. If a student obtains employment with and remains working in the facility or program after his or her exit date, then he or she may be included.
- What time period to report in:
 - *In facility only.* If a student received a job offer only while enrolled in a facility or program for a job after exit, report the student in this column.
 - *90 days after exit only.* If a student received a job offer only within 90 days after exit, report the student in this column.
 - *Both columns.* If a student received a job offer while in the facility and received a *different* job offer within 90 days after exit, report the student once in each column.

Student Counts and Long-Term Stays

The academic performance tables should reflect unduplicated counts of long-term students. Do **not** add two or more visits together to obtain a 90-day enrollment for a student. If students have taken more than one posttest, report only the results of the most recent test. Refer to the Appendices for procedures related to students with multiple visits or visits spanning more than one reporting period.

Long-term students who entered a facility or program before 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 (July 1, 2015–June 30, 2016). States can elect when to report performance data on students whose enrollment spans multiple reporting periods, as long as students’ performance is not double-counted across reporting years.

Facility/Program Inclusion

Report students in relation to the type of facility or program in which they were enrolled. Long-term stays in detention facilities are rare, but should be included if they occurred.

Student Inclusion in Reporting Pre- and Post-testing Data

Due to inconsistencies in reporting, in 2011, ED clarified the reporting requirements related to the reading and mathematics academic performance tables. This was a clarification, and not a change, in reporting requirements. All students receiving or benefitting from Title I, Part D services within the school year should be included in the Title I, Part D Final Report. The specific type of services received during the enrollment period do not exempt students from any of the reporting requirements, similar to the reporting requirements for students under Title I.

Thus, all long-term students benefitting from Part D services, regardless of the manner in which Title I, Part D funds are used (e.g., transition, vocational education, etc.), should be reported under the pre- and posttest indicators for reading and mathematics.

Assessment Data

Assessments used for the collection of academic performance data should be appropriate for pre- and posttest use.

For more information on selecting pre- and posttest assessments, refer to *NDTAC Tip Sheet: Selecting Appropriate Pre-posttest*, available at http://www.neglected-delinquent.org/sites/default/files/NDTAC_Tips_PrePosttests_508.pdf and *NDTAC’s A Brief Guide to Selecting and Using Pre–Post Assessments*, available at http://www.neglected-delinquent.org/nd/docs/guide_prepost.pdf.

Standardized, Statewide assessments are generally administered only once a year and are not appropriate for measuring students’ progress while in the program. The data provided in this table are intended for pre- and posttest results only.

NOTE: Do not report on pre- and post-test results if different tests were used at pre- and post-test. Do not include results of GED tests (which are not pre-posttests) in this section.

Multiple Test Results

If facilities administer more than one posttest during a student's stay, only the results of the most recent posttest should be used. Again, because this is an unduplicated count of students (see above), testing results should only be included for the most recent stay that was equal to or greater than 90 days.

Appendices

Appendix A

Addressing Inclusion of Students With Multiple Enrollments

For students with multiple visits or dual enrollments within the same school year, follow these guidelines:

- Count each student only once in the unduplicated count (students served section).
- Report the demographics of each student at the time of exit or at the end of the reporting year (June 30), if the student is still enrolled.
- For academic and vocational outcomes, count outcomes achieved during any of the enrollment periods, but do not count any outcome more than once per student per time period. (See examples in the following section.)
- For academic performance in reading and mathematics (pre- and posttest results), use the most recent data from the most recent stay of 90 days or more.

Addressing Unduplicated Counts for Students With a Change in Residential Status

Example 1: Change of Residential Status and Continuation of Part D Services Within the Same Facility

If a student remained in the same facility or program (meaning he or she did not exit or go through another intake assessment), and changed his or her residential status to a day student (but still benefited from Part D funds), he or she should be counted once in the unduplicated count for his or her entire stay at the facility. Any outcomes attained during their entire stay (regardless of residential status) can be reported.

Example 2: Break in Part D Services at the Same Facility

If a student changes his or her residential status in a facility within the reporting period and is no longer eligible to be served with Part D funds due to this change, then he or she would still be counted once in the unduplicated count for his or her stay at the facility while eligible. However, only the outcomes from the period during which he or she was served by Part D funds would be reported.

Example 3: Facility/Program Change

If a student changed facilities or programs as a result of his or her change in residential status (meaning he or she exited the facility and a new intake assessment was performed in a new day program), and the student was served by Part D in both programs, each program could count the student once, and the outcomes achieved during the student's time in each program would be reported separately.

Appendix B

Addressing Academic and Vocational Outcomes for Students With Multiple Visits

Example 1: Multiple Enrollments in the Same Facility Within the Same Reporting Year (No Outcomes To Report After Exit)

First Enrollment:

Student A earns high school course credits and enrolls in a job training program *while in the facility*.

Second Enrollment:

Student A earns high school course credits, enrolls in a job training program, and enrolls in a GED program while in the facility.

Reporting Guidance:

Think of the following as yes/no questions for each student (not for each enrollment). No outcome may be counted more than once within a reporting year:

While in facility

- Did the student earn one or more high school course credits? Yes
- Was the student enrolled in job training? Yes
- Was the student enrolled in a GED program? Yes

90 days after exit

- Did the student earn one or more high school course credits any time between exit and 90 days after exit? No
- Was the student enrolled in job training any time between exit and 90 days after exit? No
- Was the student enrolled in a GED program any time between exit and 90 days after exit? No

The student should be counted once and only once for each outcome. The student should not be counted more than once even for outcomes that were earned in both of his or her enrollments (e.g., high school course credits or enrolling in a job training program). For example 1, the school district would report the outcomes for student A as follows:

Outcome	In facility	90 days after exit
Earned high school course credits	1	
Enrolled in a GED program	1	
Enrolled in job training courses/programs	1	

Example 2: Multiple Enrollments and Multiple Exits Within the Same Reporting Year

First Enrollment:

Student A earns high school course credits and enrolls in a job training program while in the facility. Upon exit, Student A returns to his local school.

Second Enrollment:

Student A earns high school course credits and enrolls in a GED program while in the facility. Within 90 days after exiting, Student A returns to his local school, earns more high school course credits, and obtains a high school diploma.

Reporting Guidance:

Think of the following as yes/no questions for each student (not for each enrollment or exit). No outcome can be counted more than once, per time period, within a reporting year:

While in the facility

- Did the student earn one or more high school course credits in facility during either enrollment period? Yes
- Was the student enrolled in job training in facility during either enrollment period? Yes
- Was the student enrolled in a GED program in facility during either enrollment period? Yes
- Did the student earn a high school diploma in facility during either enrollment period? No

Up to 90 days after exit

- Did the student earn one or more high school course credits any time between exit and 90 days after exit during either exit period? Yes
- Was the student enrolled in job training any time between exit and 90 days after exit during either exit period? No
- Was the student enrolled in a GED program any time between exit and 90 days after exit during either exit period? No
- Did the student earn a high school diploma any time between exit and 90 days after exit during either exit period? Yes
- Did the student return to the local district school any time between exit and 90 days after exit during either exit period? Yes

For example 2, the school district would report the outcomes for student A as follows:

Outcome	In facility	90 days after exit
Enrolled in their local district school		1
Earned high school course credits	1	1
Enrolled in a GED program	1	
Obtained high school diploma		1
Enrolled in job training courses/programs	1	

Example 3: Multiple Enrollments in the Same Facility, One of Which Spans 2 Years of Reporting

First Enrollment:

October 1, 2013–December 3, 2014 (reporting year 2013–14 only)

Student A earns high school course credits and enrolls in a job training course and then exits the facility and returns to her local school.

Second Enrollment:

January 5, 2015–September 12, 2015 (spans reporting years 2014–15 and 2015–16)

1. During the 2014–15 reporting year (January 5–June 30), Student A earns high school course credits, enrolls in a job training program, and enrolls in a GED program while in the facility.
2. During the 2015–16 reporting year (July 1–September 12), Student A earns high school course credits, continues to be enrolled in the GED program, exits the facility in September, returns to her local school, and earns high school course credits.

Reporting Guidance:

Think of the questions below as yes/no questions for each student within each separate reporting year. No outcome can be counted more than once, per time period, within a single reporting year. However, if a student achieved an outcome that spanned several reporting years (e.g., enrollment in a GED program) or achieved the same outcome at least once in each of several reporting years (e.g., earned a high school course credit), his or her outcomes may be counted in each reporting year, provided the student was also included in the unduplicated count in each reporting year.

For SY 2014–15:

While in the facility

- Did the student earn one or more high school course credits during the 2014–15 reporting year? Yes
- Was the student enrolled in job training during the 2014–15 reporting year? Yes
- Was the student enrolled in a GED program during the 2014–15 reporting year? Yes

Up to 90 days after exit

- Did the student return to his or her local district school any time between exit and 90 days after exit during the 2014–15 reporting year? Yes
- Did the student earn one or more high school course credits any time between exit and 90 days after exit during the 2014–15 reporting year? No
- Was the student enrolled in job training any time between exit and 90 days after exit during the 2014–15 reporting year? No
- Was the student enrolled in a GED program any time between exit and 90 days after exit during the 2014–15 reporting year? No

For SY 2015–16:

While in the facility

- Did the student earn one or more high school course credits while in the facility during the 2015–16 reporting year? Yes
- Was the student enrolled in job training while in the facility during the 2015–16 reporting year? No
- Was the student enrolled in a GED program while in the facility during the 2015–16 reporting year? Yes

Up to 90 days after exit

- Did the student return to his or her local district school any time between exit and 90 days after exit during the 2015–16 reporting year? Yes
- Did the student earn one or more high school course credits any time between exit and 90 days after exit during the 2015–16 reporting year? Yes
- Was the student enrolled in job training any time between exit and 90 days after exit during the 2015–16 reporting year? No

- Was the student enrolled in a GED program any time between exit and 90 days after exit during the 2015–16 reporting year? No

For example 3, the school district would report the outcomes for student A as follows:

SY2014-2015

Outcome	In facility	90 days after exit
Enrolled in their local district school		1
Earned high school course credits	1	
Enrolled in a GED program	1	
Enrolled in job training courses/programs	1	

SY2015-2016

Outcome	In facility	90 days after exit
Enrolled in their local district school		1
Earned high school course credits	1	1
Enrolled in a GED program	1	
Enrolled in job training courses/programs		

Appendix C

Title I, Part D Final Report (Delinquent Institutions) Frequently Asked Questions

- Q: Not all students in the facility participated in Title I services. Should we still report on all students?
No. This report only collects participation and program data for students participating in Title I services funded by Title I, Part D dollars.
- Q: Some students stay in the facility for multiple years. How do we report average length of stay?
Average length of stay is reported only for the program year and cannot be reported as greater than 365 days.
- Q: What if we don't have all required data available? Do we leave the cells blank?
If data elements are missing or were not collected, leave the cells blank. Cells with valid zero values should be indicated with the number zero "0". **School districts submitting reports without required information will be contacted to discuss compliance requirements and a monitoring plan for institutions.**
- Q: Our district has both a neglected and a delinquent facility. Where are neglected students reported?
Students residing in neglected institutions are reported on the DOE-TI report in the STN Application Center. This data collection closed in September 2016. Students residing in delinquent institutions (detention centers) who received services through Title I, Part D funded should be reported in the Title I, Final Report.
- Q: What is the purpose of this report?
Data must be reported annually to meet federal and state reporting requirements. Results from reports are also used to monitor and evaluate Title I, Part D programs as part of the State's responsibility to effectively account for compliant use of funding. State Agencies, School districts and institutions should use the results to plan and improve subsequent programs for participating children and youth.
- Q: Who is responsible for reporting data in the Title I, Part D Final Report?
The grantee is responsible for the management, oversight, implementation, and reporting of services and outcomes funded by Title I, Part D dollars. It is necessary for the grantee (LEA or State Agency) to work with the delinquent institution to obtain the required data and report on behalf of the delinquent institution.