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Washington, D.C.

Tip Sheet: Title I, Part D Data Collection Shopping List

for School Years
2022-23, 2023-24, 2024-25

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THE
NATIONAL TECHNICAL
ASSISTANCE CENTER
FOR
THE EDUCATION OF
NEGLECTED OR DELINQUENT
CHILDREN & YOUTH

Purpose of this Shopping List

This document lists the information that needs to be collected for Title I, Part D federal collection, including data that are required through ED Facts and the Consolidated State Performance Report (CSPR). Much of the Title I, Part D data that appears in the CSPR is pulled directly from ED Facts data files. In the CSPR, there is an opportunity to manually enter information that is not pulled from ED Facts. In Exhibit 2 below, 1, 2, and 4 reflect items only found in the CSPR while items 3 and 5-34 are collected through ED Facts.

This is intended as a quick reference and does not supersede or replace any federal forms or information about the collection. For more detailed information about definitions and the Title I, Part D data collection, refer to the following resources:

- [Title I, Part D CSPR Data Reporting Forms](#)
- ED Facts SY 2022–23 Non-XML File Specifications ([see file specifications 113, 119, 125, 127, 218, 219, 220, 221, 224, and 225](#))

New File Specifications	Description
FS 113	ACADEMIC ACHIEVEMENT (SA)
FS 119	PARTICIPATION (SA)
FS 125	ACADEMIC ACHIEVEMENT (LEA)
FS 127	PARTICIPATION (LEA)
FS 218	N/D OUTCOMES (SA)
FS 219	N/D OUTCOMES (LEA)
FS 220	N/D EXIT OUTCOME (SA)
FS 221	N/D EXIT OUTCOME (LEA)
FS 224	N/D ASSESSMENT PROFICIENCY (SA) <i>optional</i>
FS 225	N/D ASSESSMENT PROFICIENCY (LEA) <i>optional</i>

- The file specifications listed above provide technical instructions for building the data files that the State education agency (SEA) submits through EDPass. The [ED Facts workbook](#) provides a reference guide for navigating the file specifications, EDPass, and the ED Facts Submission System (ESS).
- The current changes to ED Facts are valid and have OMB approval through June 30, 2025. The table below outlines the dates for data collection and submission.

School Year (SY)	Data Collection Time Frame	Submission to Department of Education
SY 2022-23	July 1, 2022, to June 30, 2023	February 2024
SY 2023-24	July 1, 2023, to June 30, 2024	February 2025
SY 2024-25	July 1, 2024, to June 30, 2025	February 2026

Directions: Collect the data listed below in Exhibits 1 and 2 for every student who benefitted from Title I, Part D funding during the reporting year (e.g., July 1, 2022 to June 30, 2023).

Exhibit 1: Facility and Program Category Sets per Subpart

Subpart 1 Definitions for Neglected and Delinquent

Permitted Value Description	Definition
Subpart 1, Neglected Programs	
Group homes	A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.
Shelters	A shelter is a short-term facility that provides temporary care in a physically unrestricting environment. Includes runaway/homeless shelters and other types of shelters.
Community day programs	The term “community day program” means a regular program of instruction provided by a State agency at a community day school operated specifically for neglected children and youth (ESEA section 1432(3)).
Residential treatment home	A residential treatment home is a program that provides clinical treatment services in a 24-hour living environment.
Other programs	Any other programs, not defined above, which receive Title I, Part D funds and serve neglected or delinquent children and youth.
Missing	This is used when data is not available in this category.
Subpart 1, Delinquent Programs	
Adult correction	An adult correctional institution is a facility in which persons, including persons 21 and under, are confined as a result of conviction for a criminal offense (ESEA section 1432(1)).
Community day programs	The term “community day program” means a regular program of instruction provided by a State Agency at a community day school operated specifically for delinquent children and youth.
Juvenile detention centers	A juvenile detention center is a shorter-term institution that provides care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

Shelters	A shelter is a short-term facility that provides temporary care similar to that of a detention center, but in a physically unrestricting environment. The Department notes that it is unlikely that most shelters will meet the definition of an institution for delinquent children and youth.
Group homes	A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. Includes halfway houses.
Ranch/wilderness camps	A ranch/wilderness camp is a long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.
Residential treatment centers	A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (e.g., substance abuse, sex offender, mental health, etc.) in conjunction with residential care. The Department notes that it is unlikely that most treatment centers will meet the definition of an institution for delinquent children and youth.
Long-term secure juvenile facilities	A long-term secure facility is a public or private residential facility that provides confinement of its residents, for the care of children who have been adjudicated to be delinquent or in need of supervision. Similar to juvenile correctional facility.
Other programs	Any other facilities or programs, not defined above, which meet the definition of an institution for delinquent children and youth.
Missing	This term is used when data are not available in a category.

Source: [File Spec 119](#)

Subpart 2 Definitions for Delinquent and At-risk

Permitted Value Description	Definition
Subpart 2, Delinquent Programs	
Adult correctional institutions	An adult correctional institution is a facility in which persons, including persons 21 and under, are confined as a result of conviction for a criminal offense.
Community day programs	The term “community day program” refers to a regular program of instruction provided at a community day school operated specifically for neglected or delinquent children and youth.

Juvenile detention centers	A juvenile detention center is a shorter-term institution that provides care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
Shelters	A shelter is a short-term facility that provides temporary care similar to that of a detention center, but in a physically unrestricting environment. The Department notes that it is unlikely that most shelters will meet the definition of an institution for delinquent children and youth.
Group homes	A group home is a long-term facility in which residents are allowed extensive contact with the community, such as attending school or holding a job. <i>(Includes halfway houses)</i>
Ranch/wilderness camps	A ranch/wilderness camp is a long-term residential facility for persons whose behavior does not necessitate the strict confinement of a long-term secure facility, often allowing them greater contact with the community. <i>(Includes ranches, forestry camps, wilderness or marine programs, or farms)</i>
Residential treatment centers	A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (e.g., substance abuse, sex offender, mental health, etc.) in conjunction with residential care. The Department notes that it is unlikely that most treatment centers will meet the definition of an institution for delinquent children and youth.
Long-term secure juvenile facilities	A long-term secure facility is a public or private residential facility that provides confinement of its residents, for the care of children who have been adjudicated to be delinquent or in need of supervision.
Other programs	This refers to any other programs, not defined above, which receive Title I, Part D funds and serve neglected or delinquent children and youth.
Subpart 2, At-risk Programs	
*No disaggregation	*No disaggregation

Source: [File Spec 127](#)

Exhibit 2: List of All Data Needed for the Title I, Part D Federal Collection

Item	Basic Definition
Programs or Facilities	
1. Number of programs or facilities	This is the total number of individual facilities or programs that received Title I, Part D funding during the reporting year.
2. Average length of stay (in days)	This is the average number of days per student enrollment for each facility or program during the reporting year. Multiple visits can be included.
3. Number of programs or facilities reporting data	This is the number of individual facilities or programs that were able to provide data for the collection. This is ideally equal to the number of individual facilities or programs that received funds, as identified under item 1.
4. Average number of days served	This is the average number of days that each student is in attendance and receiving services supported by Title I, Part D in the reporting year. This will be collected as CSPR Manual Entry data for the first time for SY 2022-23.

Item	Basic Definition
Student Information	
5. Unduplicated count of students	This refers to the number of unique students who benefitted from Title I, Part D funding. Count students only once, even if they were admitted to the same facility or program multiple times.
6. Duplicated count of students¹	This refers to the number of students who benefitted from Title I, Part D funding, including multiple enrollments. Count the number of admissions to a facility or program per student.
7. Number of long-term students	This is the number of students who were enrolled in a program for 90 or more consecutive calendar days.
8. Male	This refers to the number of male students.
9. Female	This refers to the number of female students.
10. Age	This is the number of students by individual age (3 to 21 years).
11. Students with disabilities	This refers to the number of students with disabilities, as defined by the Individuals with Disabilities Education Act (IDEA), and based on the reporting definitions already used by the State Education Agency (SEA).
12. English learner (EL) students	This is the number of English learner students, as identified by State definitions and in coordination with Title III is a part of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).
Ethnicity/Race²	
Ethnicity	
13a. Hispanic or Latino	This refers to the number of students who are Hispanic/Latino of any race.
13b. Non-Hispanic or Latino³	This refers to the number of non-Hispanic/Latino students.
Race	
14a. American Indian or Alaska Native	This refers to the number of American Indian or Alaska Native students.

14b. Asian	This refers to the number of Asian students.
14c. Black or African American	This refers to the number of Black or African American students.
14d. Native Hawaiian or other Pacific Islander	This refers to the number of Native Hawaiian or other Pacific Islander students.
14e. White	This refers to the number of White students.
14f. Two or more races	This refers to the number of students who marked more than one race ⁴ .

¹The duplicated count of students is not required on the CSPR forms or for the EDFacts collection; however, NDTAC recommends collecting this item because it is beneficial for calculating the weighted average length of stay.

²As of SY 2010–11, the U.S. Department of Education has required all States to collect race/ethnicity data using a two-part question and then report the data, using the new seven-category system, instead of the former five-category system. For more information, see EDFacts “Guidance on Submitting Racial and Ethnic Data” <https://www2.ed.gov/about/inits/ed/edfacts/eden/non-xml/re-guide-v6-0.pdf>.

³The ethnicity category “non-Hispanic/Latino” is not required on the CSPR forms or for the EDFacts collection, but when collecting the race/ethnicity data through the two-part question, the data may be determined.

⁴Hispanic/Latino students are not included in this category.

Item	Basic Definition
Transition Services	
Academic and Vocational outcomes	
In Facility	
15. Number of students who earned high school course credits (in facility)	This is the number of students who earned transferable high school course credits while enrolled in the facility or program. In locations where high school course credits are awarded by the state or another program (rather than the facility or agency), students still may be counted.
16. Number of students who enrolled in a GED program (in facility)	This is the number of students who, while in the facility or program, enrolled in a program or course designed to help students earn a GED. The GED program may be run by an external organization or agency.
17. Number of students who earned a GED (in facility)	This is the number of students who earned a GED while enrolled in the facility or program. In locations where a GED is awarded by the state or another program (rather than the facility or agency), students still may be counted.
18. Number of students who obtained a high school diploma (in facility)	This is the number of students who earned a high school diploma while enrolled in the facility or program. In locations where a high school diploma is awarded by the state or another program (rather than the facility or agency), students still may be counted.
19. Number of students accepted or enrolled in postsecondary education (in facility)	This is the number of students who were accepted into and/or enrolled in postsecondary programs while enrolled in the facility or program.
20. Number of students who enrolled in job training courses/programs (in facility)	This is the number of students who were enrolled in vocational/job training programs or courses while enrolled in the facility or program.
21. Number of students who obtained employment (in facility)	This is the number of students who received job offers while in the facility or program.
After Facility Exit, up to 90 days	

22. Number of students enrolled in their local district schools	This is the number of students who returned to or enrolled in their local district schools (external to the juvenile justice system) within 90 days after exiting the facility or program.
23. Number of students who earned high school course credits	This is the number of students who earned transferable high school course credits any time between exit and 90 days after exit from the facility or program.
24. Number of students who enrolled in a GED program	This is the number of students who enrolled in a program or course designed to help students earn a GED, any time between exit and 90 days after exit from the facility or program.
25. Number of students who earned a GED	This is the number of students who earned a GED any time between exit and 90 days after exit from the facility or program.
26. Number of students who obtained a high school diploma	This is the number of students who earned a high school diploma any time between exit and 90 days after exit from the facility or program.
27. Number of students accepted or enrolled in postsecondary education	This is the number of students who were accepted into and/or enrolled in postsecondary programs any time between exit and 90 days after exit from the facility or program.
28. Number of students who enrolled in job training courses/programs	This is the number of students who were enrolled in vocational/job training programs or courses any time between exit and 90 days after exit from the facility or program.
29. Number of students who obtained employment	This is the number of students who received job offers any time between exit and 90 days after exit from the facility or program.

Item	Basic Definition
Results on Assessment: Reading and Mathematics¹	
30. Number of long-term students who showed negative grade-level change from the initial to follow up	This is the number of long-term students who scored lower on their follow up assessment than on their initial assessment. <i>(optional for at-risk programs)</i>
31. Number of long-term students who showed no change in grade level from the initial to follow-up assessment	The number of long-term students whose scores did not change from their initial assessment to their follow up assessment. <i>(optional for at-risk programs)</i>
32. Number of long-term students who showed improvement up to one full grade level from the initial to follow-up assessment	The number of long-term students who scored up to one full grade level higher on their follow up assessment than on their initial assessment. <i>(optional for at-risk programs)</i>
33. Number of students who showed improvement of more than one full grade level from the initial to follow-up assessment	This is the number of long-term students who scored more than one full grade level higher on their follow up assessment than on their initial assessment. <i>(optional for at-risk programs)</i>
34. Number of students who participated in a statewide assessment	This is the number of students served under Title, I Part D who participated in an assessment that is administered statewide to students in public schools in mathematics or reading / language arts. <i>(optional)²</i>
35. Number of students who attained proficiency on a statewide assessment	This is the number of students served under Title I, Part D who attained proficiency on an assessment that is administered statewide to students in public schools in mathematics or reading/language arts. <i>(optional)³</i>
36. Number of students who did not attain proficiency on a statewide assessment	This is the number of students served under Title I, Part D who did not attain proficiency on an assessment that is administered statewide to students in public schools in mathematics or reading/language arts. <i>(optional)⁴</i>

Appendix A: Program Definitions

Children and youth is the same as “children,” as defined in 34 CFR [§ 200.103\(a\)](#). (34 CFR § 200.90(a)):

- (1) Persons up through age 21 who are entitled to a free public education through grade 12; and
- (2) Preschool children below the age and grade level at which the agency provides free public education.

Institution for delinquent children and youth means, as determined by the SEA, a public or private residential facility that is operated primarily for the care of children and youth who have been adjudicated to be delinquent or in need of supervision (ESEA section 1432(4)(B)).

Institution for neglected children and youth means, as determined by the SEA, 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 in the institution under applicable State law due to abandonment, neglect, or death of their parents or guardians (ESEA section 1432(4)(A)).

Regular program of instruction means an educational program (not beyond grade 12) in an institution or a community day program for neglected or delinquent children that consists of classroom instruction in basic school subjects such as reading, mathematics, and career and technical education, and that is supported by non-federal funds. Neither the manufacture of goods within the institution nor activities related to institutional maintenance are considered classroom instruction (34 CFR § 200.90(b)).

Locally operated correctional facility means a facility in which persons are confined as a result of a conviction for a criminal offense, including persons under 21 years of age. The term also includes a local public or private institution and community day program or school not operated by the state that serves delinquent children and youth. (34 CFR 200.90(c)).

At-risk, when used with respect to a child, youth, or student, means a school aged individual who is at-risk of academic failure, dependency adjudication, or delinquency adjudication, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system or child welfare system in the past, is at least one year behind the expected grade level for the age of the individual, is an English learner, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school. (ESEA Section 1432(2)).

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¹Long-term student refers to any student enrolled in a facility or program for 90 or more consecutive calendar days. For each item 30–33, data for reading and mathematics should be collected separately for students who have both initial and follow-up assessment results.

²Items 34–36 are optional based on FS 224 and 225.

³Items 34–36 are optional based on FS 224 and 225.

⁴Items 34–36 are optional based on FS 224 and 225.