The Department of Education (ED) has proposed changes to the ED\textit{Facts} data collection for school years 2022-23, 2023-24, and 2024-25. \textbf{These changes are still in the proposal phase and do not affect data collection for school year 2021-22.} Comments are open through January 14, 2022. This resource summarizes the proposed changes to Title I, Part D program data and directed questions and explains how to review relevant documents and provide comments.

### Summary of Proposed Changes

This section summarizes the proposed changes to Title I, Part D data collection for ED\textit{Facts}. In general, ED proposes retiring participation data groups and creating new data groups that will allow for additional disaggregation by program type, as well as retiring performance data groups and creating new data groups that will not be disaggregated. In addition, ED proposes creating a new data group for recidivism and proposes changing the data collection period for after exit outcome data. Each bullet point below specifies if the proposed change applies to State Educational Agencies (SEAs) or Local Educational Agencies (LEAs). We include references to the documents and page numbers where these changes are recorded.

- **Neglected or Delinquent Participation:** Since the proposed program types collected from Neglected is different from the Delinquent program, instead of both Neglected or Delinquent programs being together as a single data group, Neglected and Delinquent program would now have their own data group.
  
  1. Count students in Neglected or Delinquent programs as two distinct data groups and include a new disaggregation category of economically disadvantaged for SEA level (Attachment A, pp. 160, 161; Attachment D, 7).
  2. Count students in At-risk or Delinquent programs as two distinct data groups for LEA level (Attachment A, pp. 78, 162, 163).

- **Neglected or Delinquent Data Categories:** Disaggregate Neglected and Delinquent data groups by type.
  
  1. Types of Neglected programs would include group homes, shelters, community day programs, and residential treatment homes for SEA level (Attachment A, 302)
  2. Type of Delinquent programs would include adult corrections, community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, and other for SEA level and LEA level (Attachment A, 303).

- **In Program Outcomes:** Replace academic and career outcome in facility data group with new data group that reports academic/ career outcomes in facility but does not disaggregate by program type.
  
  1. Count all students who attained academic/ career outcomes for SEA level Neglected and Delinquent programs (Attachment A, pp. 81, 164).
2. Count all students who attained academic/career outcomes for LEA level At-risk and Delinquent programs (Attachment A, pp. 80, 165).

- **Exit Program Outcomes:** Replace academic/career outcomes after exit data group with a new data group that reports academic/career outcomes within 14 days of exiting program instead of 90, and no longer disaggregates by program type.
  1. Count all students who attained academic/career outcomes within 14 days after exit for SEA level (Attachment A, pp. 124, 166; Attachment D, 10).
  2. Count all students who attained academic/career outcomes within 14 days after exit for LEA level (Attachment A, pp. 123, 167; Attachment D, 10).

- **Academic Achievement:** Revised academic achievement data group so that data group is not disaggregated by program type.
  1. Collect pre/post testing data overall for SEA level (Attachment A, 74)
  2. Collect pre/post testing data overall for LEA level (Attachment A, 75).

- **Length of Stay:** Move collection of length of stay from CSPR to ED Facts, with Delinquent program categories.
  1. Collect data on students’ length of stay in in delinquent programs disaggregated by community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, and other for SEA level (Attachment A, 168).
  2. Collect data on students’ length of stay in in Delinquent programs disaggregated by community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, and other for LEA level (Attachment A, 170).

- **Recidivism:** Add a recidivism data group and incorporate Delinquent program categories.
  1. Count students who exited and returned to Delinquent programs within same school year and disaggregate by community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, and other for SEA level (Attachment A, pp. 169, 303).
  2. Count students who exited and returned to Delinquent programs within same school year and disaggregate by community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, and other for LEA level (Attachment A, pp. 171, 303).

**Directed Questions**

This section includes a summary of directed questions to consider and provide comments on from Attachment D.
Proposed ED Facts Changes for 2022-23, 2023-24, 2024-25 affecting Title I, Part D

Neglected or Delinquent Participation
3. Can your state report the number of students participating in neglected programs separate from those participating in delinquent programs?
4. Can your state disaggregate these counts by economically disadvantaged status?
5. What impacts with reporting this data group are anticipated in your state?
6. Can your state’s LEAs report the number of students participating in delinquent programs separate from those participating in programs for at-risk students?
7. What impacts with reporting this data group are anticipated in your state’s LEAs?

Neglected or Delinquent Program Data Categories
8. Can your state report the number of students participating in these programs?
9. What impacts with reporting these data categories are anticipated in your state?
10. Are there any program types missing from the proposed list that would more accurately categorize the neglected programs or congregate care settings in your state?

Neglected or Delinquent In Program Outcomes
11. Can your state report the number of students participating in neglected AND delinquent programs who attained academic and career and technical outcomes while enrolled in the programs?
12. Can your state report the number of students participating in at-risk AND delinquent programs who attained academic and career and technical outcomes while enrolled in the programs?
13. What impacts with reporting these data groups are anticipated in your state?
14. Based on the at-risk programs in your State, what student or program outcomes are currently collected to evaluate all at-risk programs upon completion?

Neglected or Delinquent Exited Program Outcomes
15. Can your state report the number of students participating in neglected AND delinquent programs who attained academic and career and technical outcomes at the time of exiting from the program?
16. Can your state report the number of students participating in at-risk AND delinquent programs who attained academic and career and technical outcomes at the time of exiting from the program?
17. What impacts with reporting these data groups are anticipated in your state?
18. With the proposed change of collecting this data within 14 calendar days rather than 90 days after exit, what data quality issues, if any, do you believe will affect your State’s ability to report these outcomes?

Length of Stay and Recidivism
19. Does your state collect these data to be able to disaggregate these counts out by program type?
20. If states do not collect the needed information at this time, how long would states need to be able to report these data to ED?
21. What impacts are associated with reporting these data to ED?

**Neglected or Delinquent Academic Achievement:**
22. How can data quality for this item be improved in your State?
23. What academic performance data outside or in lieu of pre and post-test does your State currently collect?

**Review documents**

For additional information on the proposed changes, users can review attachments in the Forms and Instruments tab, using the following link: [https://www.regulations.gov/document/ED-2021-SCC-0159-0003](https://www.regulations.gov/document/ED-2021-SCC-0159-0003). Attachment A appears as a PDF and excel file. Attachment A contains comprehensive information on proposed changes. Users can use “Title I, Part D” as a search term to identify relevant pages. These pages are also referenced in the summary section above. Attachment D, under the header *Title I Neglected or Delinquent*, provides a more detailed description of the proposed changes as well as questions to consider and provide comments on. Attachment E provides useful definitions of terms used throughout the other attachments. Users can download the attachments by clicking on the download button to the right of the attachment title.

**Submitting Comments**

Users can submit comments through January 14, 2022 by using the following link: [https://www.regulations.gov/docket/ED-2021-SCC-0159/document](https://www.regulations.gov/docket/ED-2021-SCC-0159/document). To submit a comment, the user needs to select the Browse Documents tab at the top. Then select the comment button within the textbox “NOTICE Agency Information Collection Activities; Comment Request; EDFacts Data Collection School Years 2022-23, 2023-24, and 2024-25 (With 2021-22 Continuation)”. 
After clicking the comment button, the site will lead the user to a new page where users can write their comments and submit by selecting the submit comment button at the bottom.

Users can view comments by using the following link: [https://www.regulations.gov/docket/ED-2021-SCC-0159/comments](https://www.regulations.gov/docket/ED-2021-SCC-0159/comments).