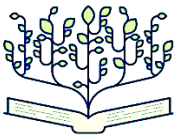




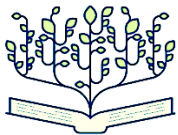
# NDTAC Focus Areas

- Increasing understanding of data requirements
- Decreasing data errors
- Supporting states in training SAs and LEAs
- Increasing data use



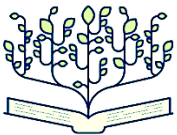
# Your Role as State Coordinator

- Ensure accurate, timely, complete data reporting
  - Provide training on reporting requirements
  - Advise student information system (SIS) administrators on system design
  - Review data for quality, completeness, and consistency
- Support SAs and LEA in
  - Collecting required data
  - Using required data
- Use data to inform program growth
  - Applications and monitoring
  - Identifying needed tools and effective practices

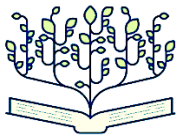
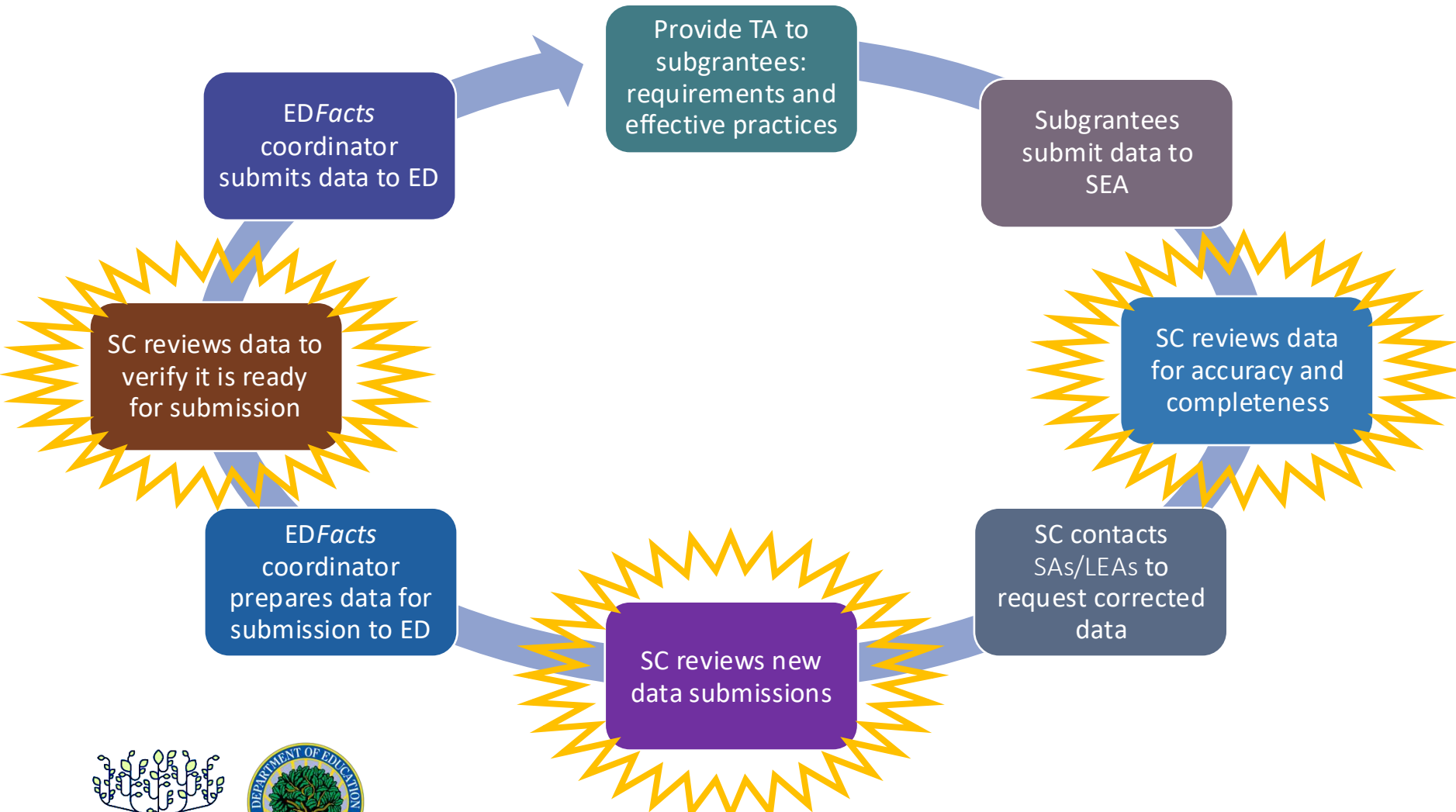


# Auditing Your Data Practices

- Data integrity: Are data accurate, reliable, complete, consistent?
- Data for ensuring compliance: Did we do what we are required to do?
- Data for program growth: How can we use data to affect change in student outcomes or program operations?

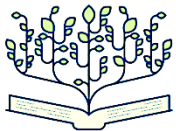


# Ensuring High Quality Data



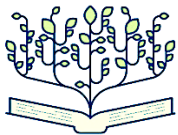
# Reviewing Your Data Practices

- Data documentation to consider
  - Subgrant applications
  - Financial reports and reimbursement requests
  - Monitoring reports
  - Data submission reports
  - Data workbooks



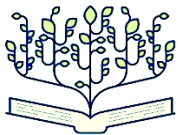
# Reviewing Your Data Practices

- Data Integrity: Are data accurate, reliable, complete, consistent?
  - Do data align to a July 1<sup>st</sup> to June 30<sup>th</sup> program year?
  - Does everyone understand what data are collected?
  - How do you know data are high quality?
  - What steps are taken to ensure data quality?
    - Who is collecting the data? Who “owns” it?
    - How are facilities, LEAs, and SAs collecting data?
    - How does my SEA collect data?
    - Within this system, where could things go wrong? What internal controls could mitigate those threats?



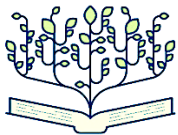
# Reviewing Your Data Practices

- Data for Ensuring Compliance: Did we do what we are required to do?
  - Were all required data submitted by the deadlines?
  - Do the data align with the subgrant applications?
  - Are the entities that received funds eligible to do so?
  - Did all the entities that are eligible receive funds?
  - Were assessments given to long-term students?

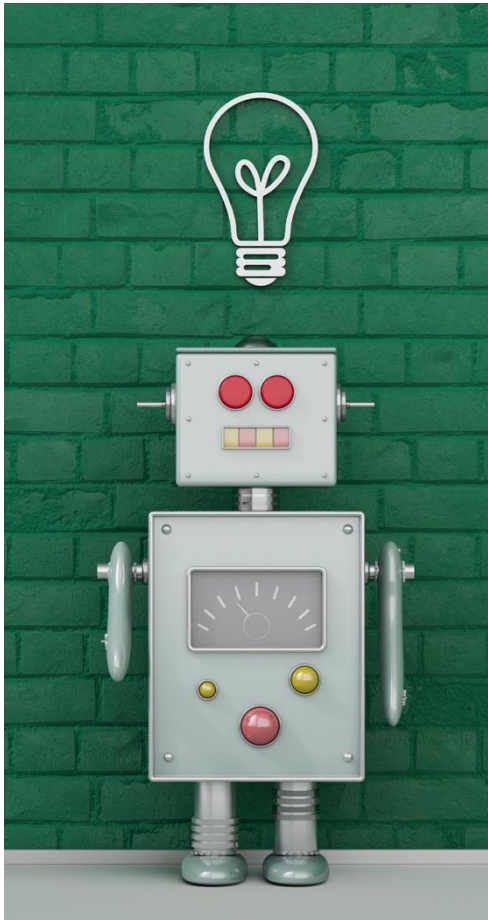


# Reviewing Your Data Practices

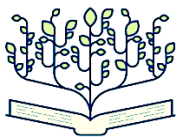
- Data for Program Growth: How can we use data to affect change in student outcomes or program operations?
  - Thinking about student outcomes, are they improving, stagnant, or worsening?
  - What outcomes did students achieve after exiting the program? What might that say about transitions?
  - Are data errors decreasing?
  - Are monitoring findings decreasing?
  - What gaps in programming or professional development exist?
  - Are funds being drawn down and spent in a timely manner?



# Data Analysis and AI



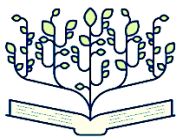
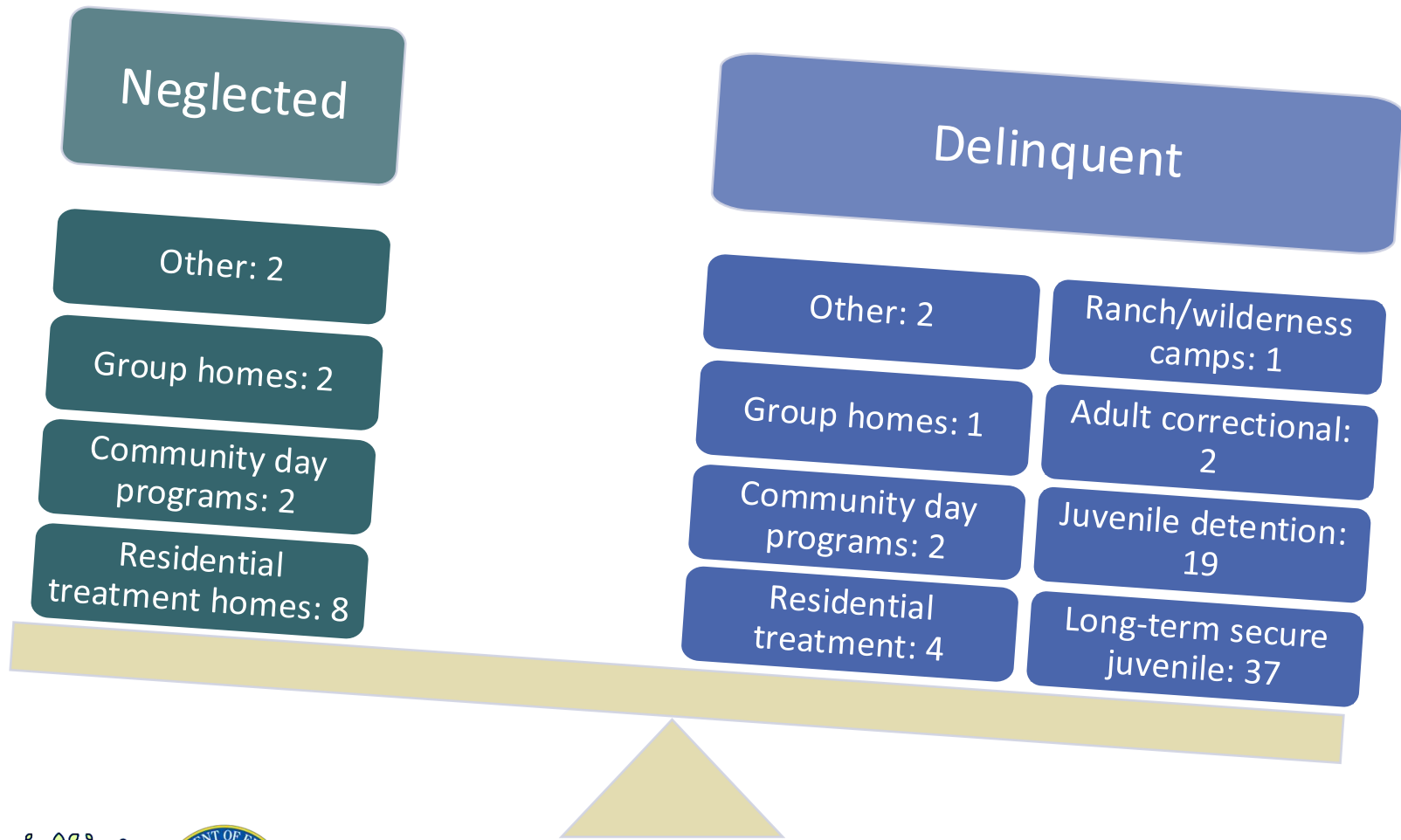
- AI should not be used to analyze raw data
  - Rationale: Privacy protections have not been applied; data may contain personally identifiable information (PII)
- Publicly available data such as data on ED Data Express Data may be analyzed with AI
  - Rationale: PII is removed



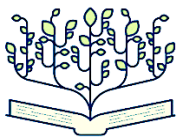
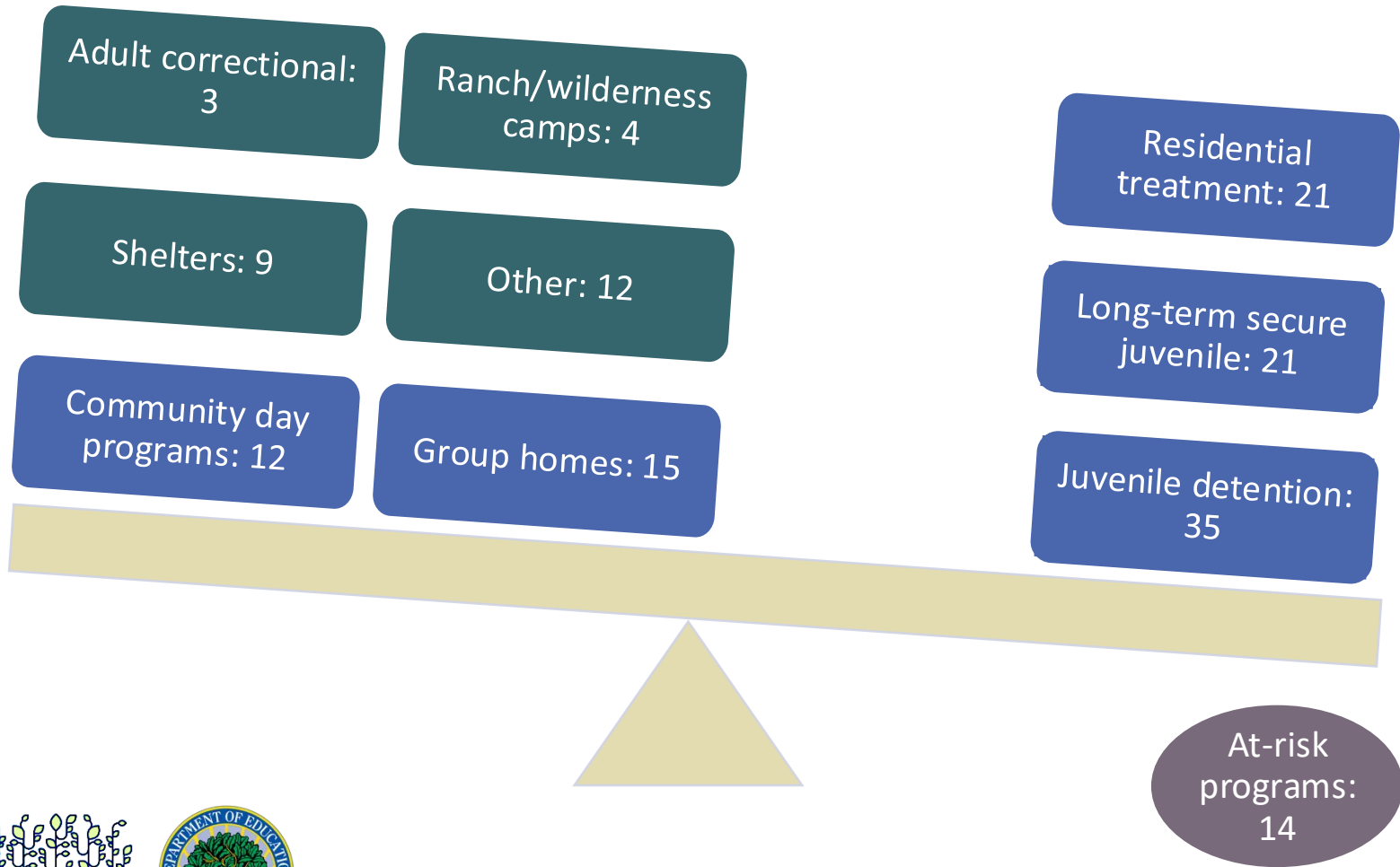
# National Trends



# Subpart 1 Program Types – All 52 SEAs

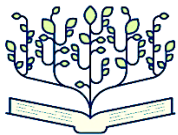


# Subpart 2 Programs – All 52 SEAs



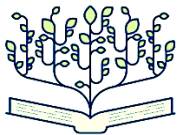
# Program Type

- What stood out: A majority of students assigned to detention were designated as *long-term*
- Why this stood out:
  - Juvenile detention facilities: Operated locally or by county
    - Stays typically limited to initial adjudication phases after arrest
  - Long-term secure juvenile facilities: Operate as an SA
    - Stays are usually longer, after final adjudication like a trial or plea deal
- What we would expect instead: A majority of long-term students in Subpart 1 funded, secure juvenile facilities
- What to check: Total number of students, long-term students in FS 119 and FS 127



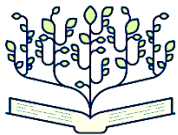
# Program Type

- What stood out: Large numbers of programs flagged as *other*
- Why this stood out: Raises questions about eligibility
- What we would expect instead: Rare use of *other*
- What to check: Eligibility criteria for Subparts 1 and 2 against data for FS 119 and FS 127



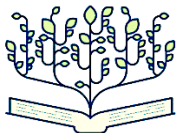
# Age of Students

- What stood out: Not all age groups are represented
- Why this stood out: Raises questions about whether all eligible students are counted and served
- What we would expect instead: All ages between 3 and 21
  - LEAs can support students while in adult facility even though they can't be included in Annual Count
  - Subpart 1 facilities do not need to be licensed as LEAs
- What to check: Ages reported in FS 119, FS 127, why some ages might not be counted or served



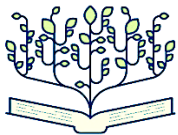
# Sex of Students

- What stood out: Only one sex served or predominantly served
  - Adult corrections only reporting male students
  - Juvenile facilities only reporting male students
- Why this stood out: Raises questions about where female students are and why they're not served
- What we would expect instead: All eligible students served
  - Possible that facilities don't exist for a sex, population may be too small for program to be fiscally prudent
- What to check: If all facilities are included, rationale for program design, FS 119, FS 127, FS 218, FS 219



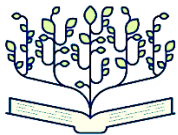
# Total Students vs. Long-Term Students

- What stood out: The total count and count of long-term students were the same
- Why this stood out:
  - To be served, only need to attend one day of class
  - To be long-term, must be in program at least 90 days
- What we would expect instead: The total to be larger than the count of long-term students
- What to check: No category code (total) vs. long-term count in FS 119, FS 127



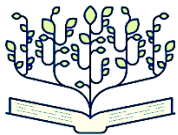
# Missing Data

- What stood out: Not all SAs or LEAs are submitting academic or career outcome data
- Why this stood out: This is required
- What we would expect instead: Data submitted for every subgrantee
- What to check:
  - Data submitted for FS 218 and FS 219
  - Data submitted for every subgrantee in FS 218 and FS 219



# Outcomes After Exit

- What stood out: There are less data on outcomes than expected based on the total count of students served
- Why this stood out: Data are likely based on when the student left a facility
- What we would expect instead: Data based on when the student left the program
- What to check:
  - Are data provided for all students exiting program?
  - If your state doesn't allow data gathering after facility exit, are data provided for all students who remain in a facility but exit program?
  - Outcomes in FS 220, FS 221 vs. total served in FS 119, FS 127



# Data Workbooks

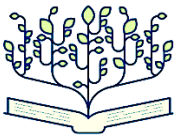


# Final Announcements and Goal Setting



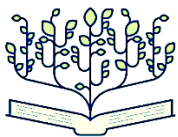
# SY 2024-25 CSPR Reminder

- CSPR open for manual entry: Until May 15<sup>th</sup>
- Program Office will review by May 29<sup>th</sup>
- States will have less than two weeks to submit corrected data in June
  - Not all states will need to submit corrected data
  - Important to watch for notices and work with your CSPR during this time



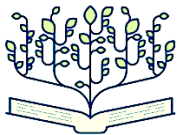
# Goal Setting Exercise

- Choose one data point and identify a goal to improve it this year.
- What are your next steps to achieve that change?
- What do you need from ED/NDTAC to help you achieve this change?



# Got Questions?

- Email us if you have questions!
  - [Christina.Endres@longevityconsulting.com](mailto:Christina.Endres@longevityconsulting.com)
  - [Heather.Denny@ed.gov](mailto:Heather.Denny@ed.gov)
  - [TitleI-D@ed.gov](mailto:TitleI-D@ed.gov)



# Resources

- [Title I, Part D Data Toolkit: A Guide to Collecting, Reporting, Analyzing, and Using Federal Title I, Part D Data](#)
- [Business Rules Single Inventory](#)
- [NDTAC Tip Sheet: Ensuring Data Quality in Title I, Part D Data Collection and Reporting](#)
- [NDTAC Tip Sheet: Identifying Eligible Institutions and Children to be Served Under Title I, Part D of the Elementary and Secondary Education Act of 1965](#)
- Accurate, Timely, and Complete: Data Collection Requirements and Considerations
  - June webinar- stay tuned for more information!

