

THE
NATIONAL TECHNICAL
ASSISTANCE CENTER

FOR
THE EDUCATION OF
NEGLECTED OR DELINQUENT
CHILDREN & YOUTH



I collected the data...now what do I do with it?

NAESPA Conference
February 19-21, 2025

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- Who is represented in the room today?



Introductions

Senior Technical Assistance Advisor, Longevity Consulting




Dan Froemel, Ed.D., is a senior training and technical assistance advisor for NDTAC, providing direct consultation to program State coordinators and the Department of Education Program Office. Dan served as the Senior Director of Non-Traditional and Non-Public Programs with the Tennessee Department of Education as the Title-D state point of contact, the foster care point of contact, the Executive Secretary for alternative education, and led work in ensuring all students in juvenile


detention centers receive an appropriate education. He has been a Principal and Executive Director of a psychiatric residential treatment facility working with neglected and delinquent youth and has served as the compliance coordinator for the Department of Exceptional Children for Charleston County Schools in SC.



Introductions

 *Education Program Specialist, U.S. Department of Education*



 Heather Denny is currently a program officer with the Title I, Part D team at the U.S. Department of Education. Prior to that she served in the Montana Office of Public Instruction with the EHCY, Title I, Part D, and Title I, Part A programs for ten years, as a school district homeless liaison, and as a classroom teacher for students in grades 6-12. Heather has a BA in History and Certification in Secondary Education from the University of Texas at El Paso, and a MEd in School Counseling and a MEd in Educational Leadership from Montana State University. She is currently pursuing an EdD in Educational Leadership at MSU. Heather has focused her career on serving students experiencing homelessness and impacted by juvenile justice with an emphasis on rural and American Indian students.



Agenda



Overview of Title I, Part D



Overview of *EdFacts*



Key Components to Quality Data Collection



Analysis of Data



Goal Setting



Questions



Overview of Title I, Part D



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What is Title I, Part D?

- The Title I, Part D, program (also called *The Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk*) was most recently reauthorized under the Elementary and Secondary Education Act (ESEA), as amended in 2015.
- The goals of Title I, Part D, are to:
 - Improve educational services for these children so they have opportunities to meet challenging State academic content and achievement standards;
 - Provide them with services to successfully transition from institutionalization to further schooling or employment; and
 - Prevent youth who are at-risk from dropping out of school and to provide dropouts and children and youth returning from correctional facilities with a support system to ensure their continued education. [Sec. 1401(a)]



Title I, Part D Subpart 1 & 2

- TIPD is broken down into two parts. Grants under each Subpart may be awarded to:
 - **Subpart 1**
 - State agencies that are “responsible for providing free public education for children and youth—
 1. in institutions for neglected or delinquent children and youth;
 2. attending community day programs for neglected or delinquent children and youth; or
 3. in adult correctional institutions” [Sec. 1411]
 - **Subpart 2**
 - Local Education Agencies (LEA) with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs. [Sec. 1422(a)]



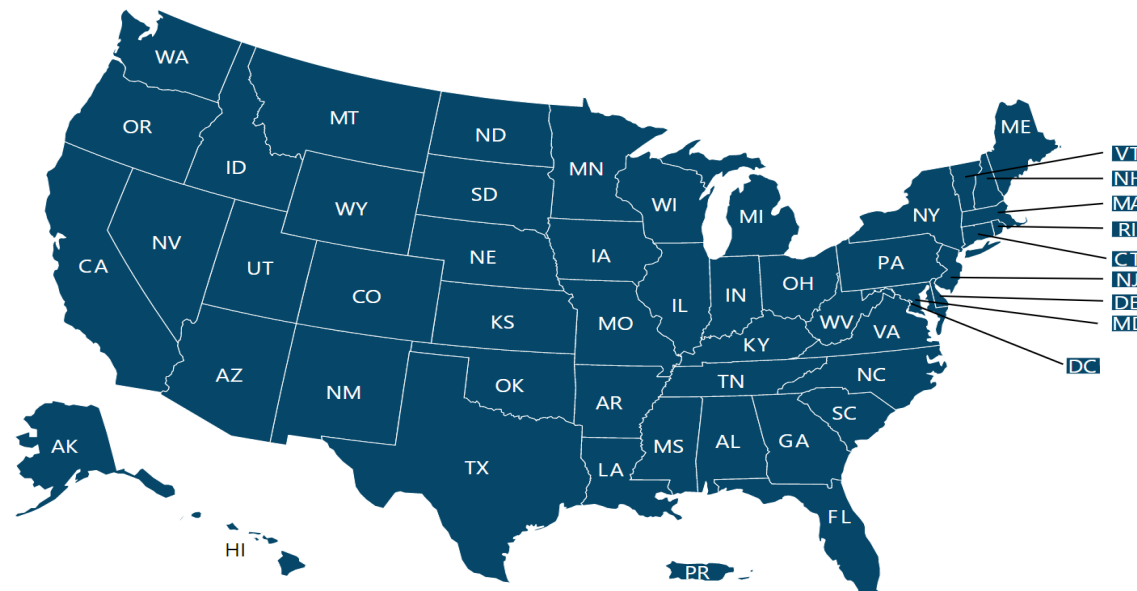
Title I, Part D Educational Services

- Activities supported under Title, I Part D
 - Transition
 - Subpart 1, requires 15-30% of TIPD funds to be used on transition services.
 - Subpart 2, transition services only recommended
 - Educational Services
 - Education services and supports to improve the overall educational program
 - Subpart 1 programs must follow supplement-not-supplant requirements
 - Examples: computers, tutoring, supplemental instructional materials, & career counseling
 - At-Risk Programming (Subpart 2 only)
 - Eligible LEAs can utilize Title I, Part D funding to support students in their school system who are at-risk of failing or dropping out



Facility and Program Eligibility

- Each state has a Title I, Part D State coordinator (SC). For more information about the programs in your state, please contact your SC [State Information | NDTAC: Technical Assistance Center for the Education of Youth Who Are Neglected, Delinquent, or At-Risk](#)



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Subpart 1 Data

I. Funding, Programs, and Students

Title I, Part D, Subpart 1 provides supplemental funds for education programs for youth who are neglected or delinquent. Subpart 1 funds are awarded directly to State educational agencies, which then award subgrants to state agencies.

Funding Allocation, Number of Programs, and Students Served

Program Information	2019-20	2020-21	2021-22
Subpart 1 Funding			
United States	\$46,423,650.00	\$47,033,025.00	\$47,033,025.00
Number of Programs			
United States	728	681	699
Number of Students Served			
United States	55,361	36,551	41,957

Note: A school year is defined as July 1 through June 30. For example, school year 2019-20 includes July 1, 2019 through June 30, 2020.



Subpart 2 Data

I. Funding, Programs, and Students

Title I, Part D, Subpart 2 provides funds for education programs for youth who are neglected, delinquent, or at-risk. Title I, Part D, Subpart 2 funds are awarded directly to State educational agencies, which then award subgrants to local educational agencies.

Funding Allocation, Number of Programs, and Students Served

Program Information	2019-20	2020-21	2021-22
Subpart 2 Funding			
United States	\$103,377,689.00	\$98,548,580.00	\$95,974,108.00
Number of Programs			
United States	1,631	1,595	1,549
Number of Students Served			
United States	215,231	156,431	162,768

Note: A school year is defined as July 1 through June 30. For example, school year 2019-20 includes July 1, 2019 through June 30, 2020.



Overview of ED*Facts*



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EDFacts Data Quality Review and Use

Collection

States upload and submit data in EDPass during the submission period

Review

States review error messages generated by business rules in EDPass

States provide data notes to error messages

ED reviews State data notes and data

Use

Data quality-based suppression and privacy protection applied to data

Data are released publicly on ED Data Express



Data Collection and Submission Time Frame

School Year (SY)	Data Collection Time Frame	Submission to Department of Education
SY 2022-23	July 1, 2022, to June 30, 2023	February 7, 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



Purpose of *EDFacts* Data Collection

- To place the use of robust, timely performance data at the core of decision and policymaking in education
- To reduce state and district data burden and streamline data practices
- To improve state data capabilities by providing resources and technical assistance
- To provide data for planning, policy, and management at the federal, state, and local levels



File Specifications

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



Data Collected through ED*Facts*

Participation (FS 119/127)

- Age
- Gender
- Race
- English learner status
- Students with disabilities
- Long-term status
- Category sets

Outcomes in Facility (FS 218/219) Outcomes 90 days after Exiting Facility (FS 220/221)

- Earned high school course credits
- Enrolled in GED program
- Earned GED or HS Diploma
- Enrolled in job training (CTE)
- Obtained employment
- Accepted or enrolled in post-secondary education

Academic Achievement (FS113/125)

- Math (improved more than one grade, improved up to one grade, no change, decrease)
- Reading (improved more than one grade, improved up to one grade, no change, decrease)

State Standardized Test (FS 224/225)*

- Number of students who have taken state standardized tests and achieved proficiency

**Optional*



Data Quality Resources

- ED*Facts* Business Rules Single Inventory SY 2023-24
 - <https://edfacts.communities.ed.gov/#communities/pdc/documents/22817>
- NDTAC Data Quality Tipsheet
 - <https://neglected-delinquent.ed.gov/resources/ndtac-tip-sheet-ensuring-data-quality-tipd-data-collection-and-reporting>
- 2023 Data Clinic
 - <https://neglected-delinquent.ed.gov/events/november-2023-ndtac-webinar-edfacts-topical-call>



Key Components to Quality Data Collection



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How Do You Feel About Data?



3 Keys to Data Quality

Quality technical assistance is provided from the State Education Agency (SEA) to subgrantees.

The subgrantee has a system in place to collect data on an ongoing basis.

After the data is collected, the SEA has checks and balances in place to review data for quality submissions.



Analysis of Data



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Key Questions for Data Collection



What question/s are we trying to answer with the data?



What does the data/information tell us?



What does the data/information not tell us?



What are the causes to celebrate?



What are areas for improvement?

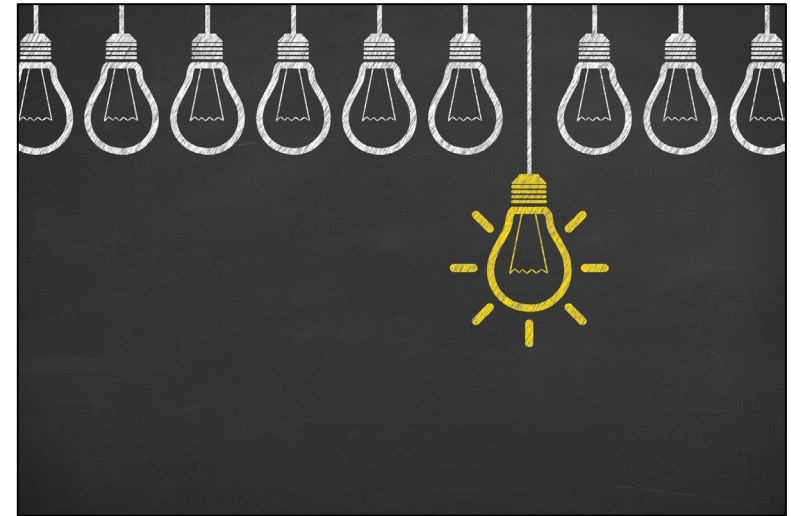


What are our next steps?



Activity: Analyzing the Data

- Examine the attached data file
 - What can you learn from the demographic tab?
 - What can you learn from the academic outcomes tab?
 - What can you learn from the academic achievement tab?



Demographic Analysis



Are there any surprising results?



Are there any outliers?



Are there LEAs that appear to be effective at screening? If so, which ones?



Are there any LEAs that may be under identifying SWD? If so, which ones?



Are there any LEAs that may be under identifying EL? If so, which ones?



Academic Outcomes

Which LEAs are achieving outcomes? Which outcomes?

How does the number of LT students compare to the number of students achieving outcomes?

Are there LEAs with a larger number of LT students that are not achieving outcomes?

What is the relationship between enrolled in a GED program and earning a GED?

What is the relationship between earning HSCC and obtaining a diploma?

What is the relationship between enrolling in job training and obtaining employment?



Academic Achievement

Which LEAs are reporting student test scores?

Which LEAs seem to be struggling to test students?

Which LEAs are seeing students improve on tests?

Which LEAs are not seeing students improve on tests?

Are there any differences in reading compared to math in terms of the proportion of students completing tests?

Are there any differences in reading compared to math in terms of the proportion of students improving on tests?



Goal Setting



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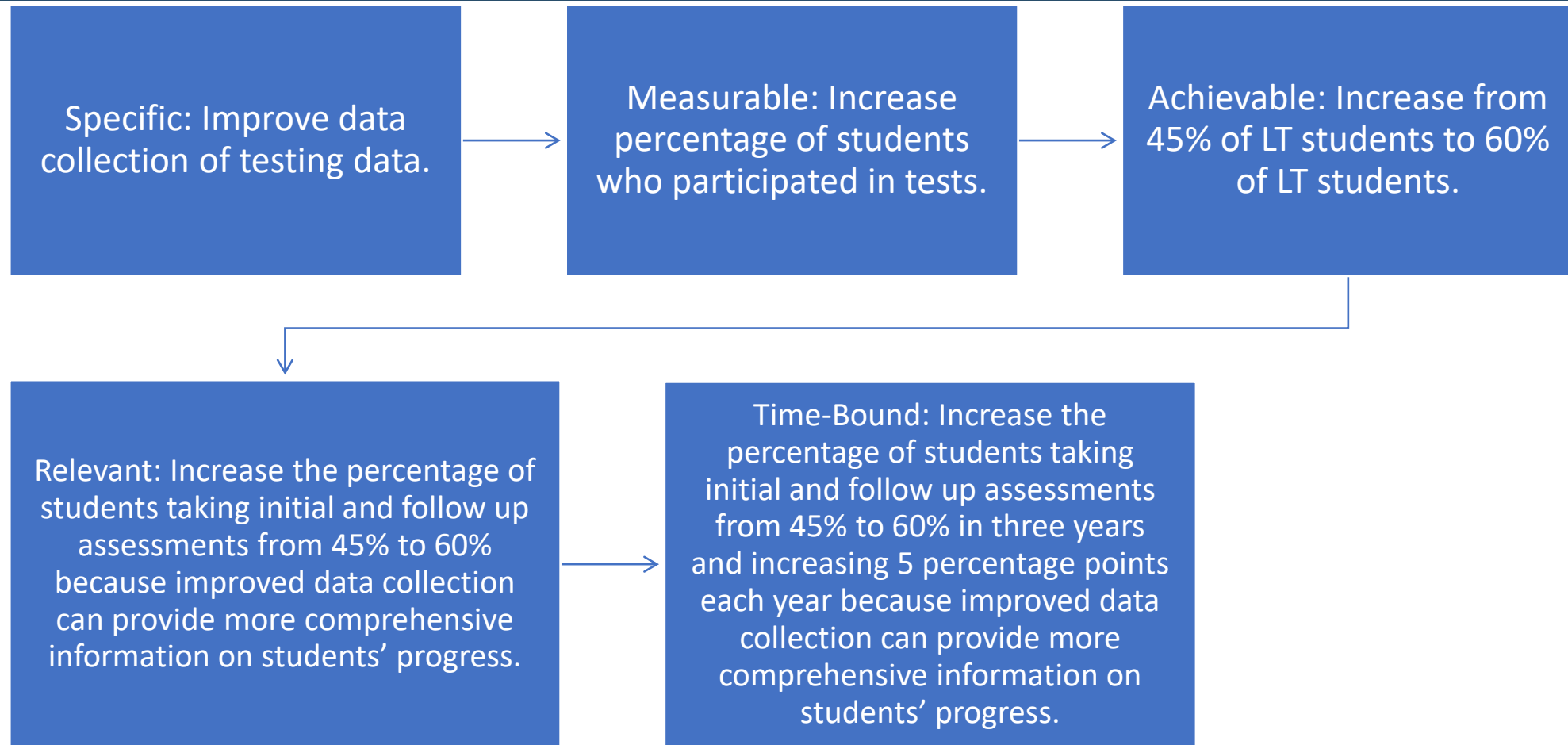


Setting SMART Goals

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-Bound



SMART Goals



Resources

- [Data Submission Organizer](#)
- [NDTAC EDFacts Tipsheet](#)
- [TIPD Data Collection Shopping List](#)
- [2023 Data Clinic](#)
- [SY23-24 Business Rule Inventory \(BRSI\)](#)
- [Fast Facts](#)
- [EdDataExpress](#)
- [NDTAC Data Explorer](#)
- [EDFacts Initiative Homepage](#)
- [EDFacts Communities](#)



Questions?



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Stay in Touch



Call NDTAC: (800) 319-9302



Email NDTAC: ndtac@longevityconsulting.com
and CC the Department of Education Title I, Part D
Program Office: TitleI-D@ed.gov

EDFacts contact for technical submission questions:

- Phone: 877-457-3336
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Visit the [NDTAC Website](#)

