

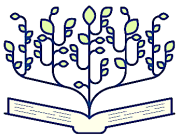
Introductions



- Christina Endres, Senior Technical Assistance Advisor, NDTAC



- Heather Denny, Program Officer, Title I Part D



NDTAC

- NDTAC is the National Evaluation and Technical Assistance Center for the Education of Neglected, Delinquent, and At-Risk Children and Youth.
- U.S. Department of Education (ED) started NDTAC nearly 20 years ago, funded through a Title I, Part D reservation for technical assistance.
 - NDTAC does not speak on behalf of ED but supports ED and states with their implementation of Title I, Part D.
 - For official guidance regarding Title I, Part D, contact the ED Program Office.
- ED and NDTAC contact information is listed on the last slide.
- For additional information and resources on Title I, Part D, visit:
[Neglected, Delinquent, or At-Risk – Title I, Part D - Office of Elementary and Secondary Education](#)



Today's Agenda

- Introduction to Neglected and Delinquent Data Collections
- A Closer Look: *EDFacts*
- A Closer Look: Consolidated State Performance Report (CSPR)
- Data Quality Review
- Resources
- Reflection Activity
- Final Questions and Contact Information



Data Are Critical

- For determining allocations
- For ensuring program compliance
 - Including risk-based monitoring
- For identifying training and technical assistance needs
- For ensuring student and programmatic growth



Neglected and Delinquent Data Collections

- Three primary ways that ED collects data
 - Annual Count
 - Collected every January via ED Form 4376
 - Informs funding allocations
 - *EDFacts*
 - Collected via EDPass; next due date February 3, 2027
 - Populates the CSPR, used for the Government Performance and Results Act (GPRA) report
 - CSPR
 - Includes manual entry items via Qualtrics
 - Serves as a report to Congress



A Closer Look: *EDFacts*

- Data are submitted by File Specification (FS) to EDPass
- Within a FS, data broken down into data groups
 - FS 119, Data Group 869 Neglected
 - FS 119, Data Group 870 Delinquent
- Category sets are the actual data collected
 - Race, sex, age, disability status, English learner status, long-term status are Category Sets A-F in FS 119



A Closer Look: ED*Facts*

- File specifications are due February 3, 2027
- Subpart 1 *Required*
 - FS 113: N or D Academic Achievement- SA
 - FS 119: N or D Participation- SA
 - FS 218: N or D In Program Outcomes- SA
 - FS 220: N or D Exited Program Outcome- SA
- Subpart 2 *Required*
 - FS 125: N or D Academic Achievement- LEA
 - FS 127: N or D Participation- LEA
 - FS 219: N or D In Program Outcomes- LEA
 - FS 221: N or D Exited Outcomes- LEA



A Closer Look: ED*Facts*

- Subpart 1 *Optional*
 - FS 224: N or D Assessment Proficiency- SA
- Subpart 2 *Optional*
 - FS 225: N or D Proficiency- LEA

Note: ALL data collections except FS 224 and FS 225 are mandatory



ED*Facts* Business Rules Single Inventory

- Data are automatically checked when submitted in EDPass
 - Error messages will instantly flag data
 - Must correct and resubmit data or provide an explanation for the error
- Business Rules Single Inventory (BRSI) contains all checks applied by EDPass
 - Example: ND-0001: Fails when all zeros are reported for DG869 Neglected programs participation table - state agency for all...category sets/subtotals



FS 113 and FS 125 Terminology

- FS113 and FS125 used to request data on “pre-test” and “post-test” assessment outcomes
- Currently require data on "initial" and "follow-up" assessments
- Takeaway:
 - All students should be given an initial assessment
 - Students who are in a program 90 days or more (e.g. long-term) should be given a follow-up assessment



FS 218 and FS 219 Academic/Career Outcomes

- Every student is expected to have at least one outcome
- Outcomes should be reported even if the outcome wasn't funded by TIPD
 - Example: TIPD funds are braided with Perkins funds to provide career and technical education (CTE)
- Terminology: File specifications say job training
 - Legislation says CTE



FS 220 and FS 221 Outcomes After Exit

- Outcomes within 90 days of exiting the *program*
- Some states prohibit data collection after exiting a *facility*
 - At-Risk programs: students are not residing in facility, must submit data
- Example:
 - Student started in juvenile wing, transferred to adult corrections
 - Earned diploma or GED
 - Enrolled in post-secondary education
 - Participated in CTE or workforce training program



ED*Facts* Proposed Changes

- Propose elimination of FS 224 and FS 225
 - Rationale: Optional assessment files rarely used by states
 - Rationale: Do not correlate to other files
 - Rationale: Data not meaningful for practical use
- Does NOT impact School Year (SY) 2025-26 data



A Closer Look: CSPR

- Required reporting tool under Section 8303 of the Elementary and Secondary Education Act
 - Question 2.5.1.1 (Subpart 1)
 - Number of programs/facilities
 - Average length of stay in days
 - Average number of days served
 - Question 2.5.3.1 (Subpart 2)
 - Number of programs/facilities
 - Average length of stay in days
 - Average number of days served
 - Provide comments for missing or unexpected data



Program Types – CSPR/*EDFacts*

- Both the CSPR and *EDFacts* require data by program type
 - Types of programs should be an exact match
- Data quality reviews show that this is an area of significant concern
 - Has ramifications for Annual Count, subgrantee applications, program implementation, monitoring
- Example:
 - State reported only long-term juvenile detention facilities in *EDFacts*, but included community day programs, long-term juvenile detention, other programs, and group homes in CSPR



Proposed Collection Changes

- Elimination of CSPR manual entry data
 - Rationale: data are redundant, not required by law or regulations
 - Note: This change does not impact *EDFacts* requirements
- Does NOT impact SY 2025-26 data

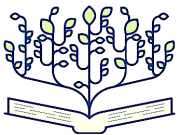
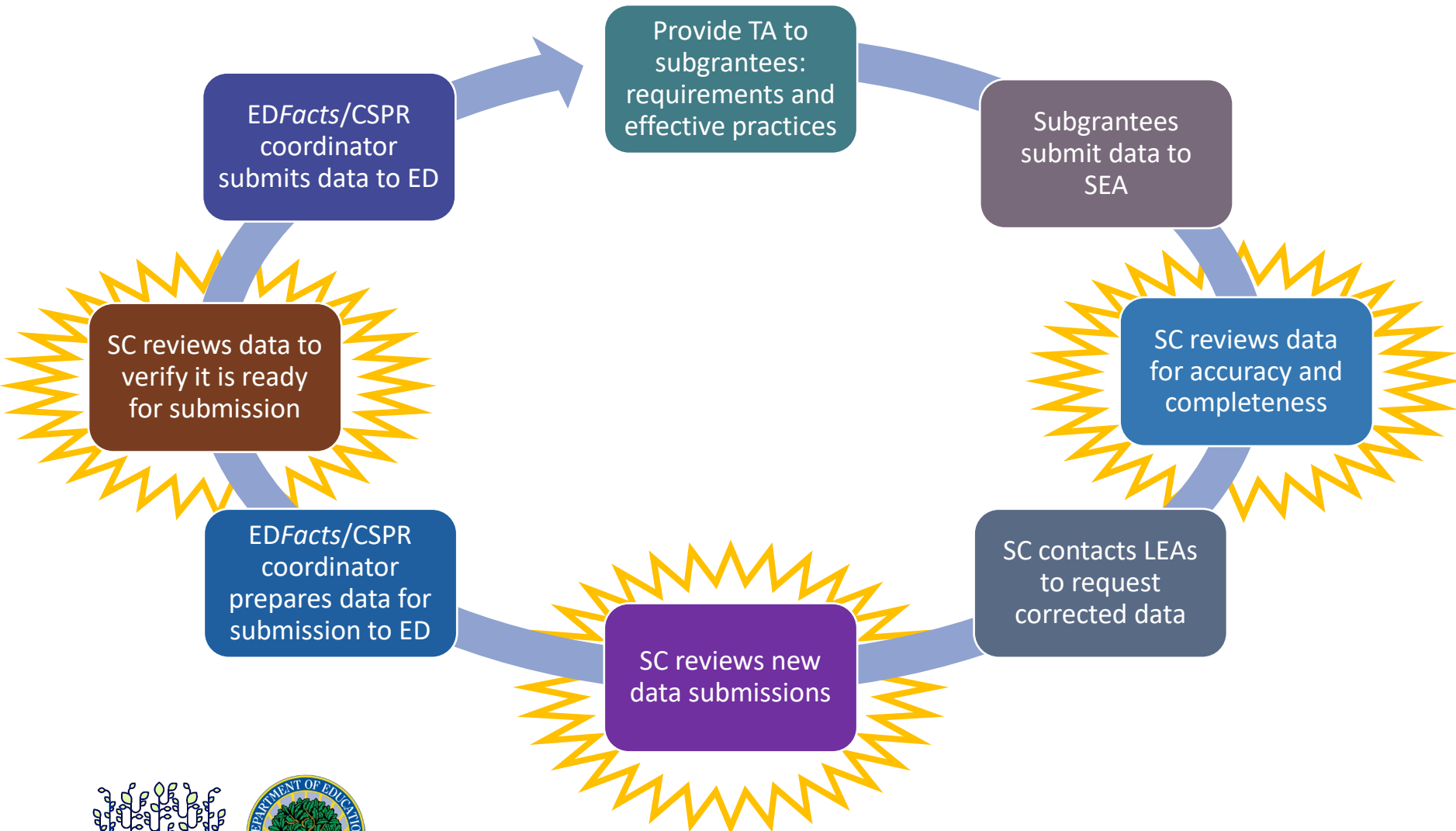


Data Quality Review

- ED tracks accuracy, timeliness, and completeness
 - Use BRSI to check data prior to submission
 - Look for additional logic errors in *EDFacts* and CSPR data
 - Example: Incomplete data
 - Important considerations:
 - The SY is defined as July 1st through June 30th for neglected and delinquent programs
 - Allow enough time for appropriate eligibility and other data quality reviews between collection and submission windows



Ensuring High Quality Data



Zeros, Missing, and Blanks

SEA	
Reporting period	Program Year (N or D) – The 12-month period beginning July 1 and ending June 30 as described for the Prevention and Intervention Programs for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk Program (N or D)
Education units reported	State agencies with programs or facilities funded by Title I, Part D Subpart 1
Type of count	Once for each type of N or D program
Zero counts	Required for all valid combinations
Zero exceptions or Not Applicable	If a state does not have programs that fall under a particular program type, the counts by that permitted value should be left out of the file
Missing	Use “-1” to report missing counts Use “MISSING” when a category is not available
Related metadata survey	NA

Source: FS 119



Zeros, Missing, and Blanks

- Zeros are always required for SA data
- Zeros are not required for LEA data

Note: While zeros may be valid from a data collection perspective, they raise red flags from a program perspective and warrant a review



Zeros, Missing, and Blanks

- Missing data should be rare
 - Only use when an entire category of data are not available
 - Denoted a -1 in the file when a single count is missing
 - Example: All but one LEA submitted outcome data
 - Denoted as “missing” when an entire category is missing
 - Example: No SAs submitted assessment data or the SEA didn’t collect assessment data
 - Must explain why data are missing in note



Zeros, Missing, and Blanks

- How blanks are treated depends on the file
 - SEA or SA data: Blanks assumed to be missing data
 - LEA data: Blanks assumed to be zeros

LEA

Zero counts	Not required, valid combinations for the state not included will be assumed to be zeros
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Source: FS 127

SEA

Zero counts	Required for all valid combinations
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Source: FS 119

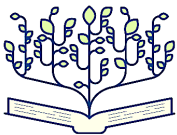


Resources

- [Title I, Part D Data Toolkit: A Guide to Collecting, Reporting, Analyzing, and Using Federal Title I, Part D Data](#)
- [BRSI](#)
- [EDFacts File Specifications](#)
- [CSPR Part II](#)
 - SY 2025-26 not yet posted
- [Annual Count Subpart 1 Self-Paced Learning Guide](#)
- [Annual Count Subpart 2 Self-Paced Learning Guide](#)



What Should We Discuss Further?



Reflections: SEA Data Goals

- At AM set goal related to improving a data point
 - How's your progress thus far? What steps have you taken already?
 - What are your next steps?
 - Have you encountered anything unexpected?
 - Do you need to meet with NDTAC?
- Still need to set your goal?



Stay in Touch



- Email us if you have questions
 - christina.endres@longevityconsulting.com
 - heather.denny@ed.gov
 - CC titlei-d@ed.gov
- Visit the NDTAC website
 - <https://neglected-delinquent.ed.gov>

