

Section II: Data Collection

State coordinators can use the information in this section to:

- Understand the federal data collection requirements
- Design or improve data collection tools and systems
- Communicate expectations to State agency and local educational agency grantees
- Train new staff or partners on Title I, Part D data collection requirements

Relevant appendices

- [Appendix A: Definitions](#) — Clarifies key terms used in file specifications.
- [Appendix B: Program Type Category Sets](#) — Lists and defines program type categories by subpart and program.
- [Appendix C: Calculating Average Number of Days Served](#) — Provides an example of how to compute this required CSPR metric.

High-quality data collection is the foundation of accurate reporting and program improvement. State coordinators are responsible for overseeing the data collection process and ensuring that all required information is gathered from subgrantee facilities and programs. The following content provides an overview of the data collection process, including collection requirements for *EDFacts* and Consolidated State Performance Report (CSPR), relevant file specifications and data groups, and tips for collecting high-quality data.

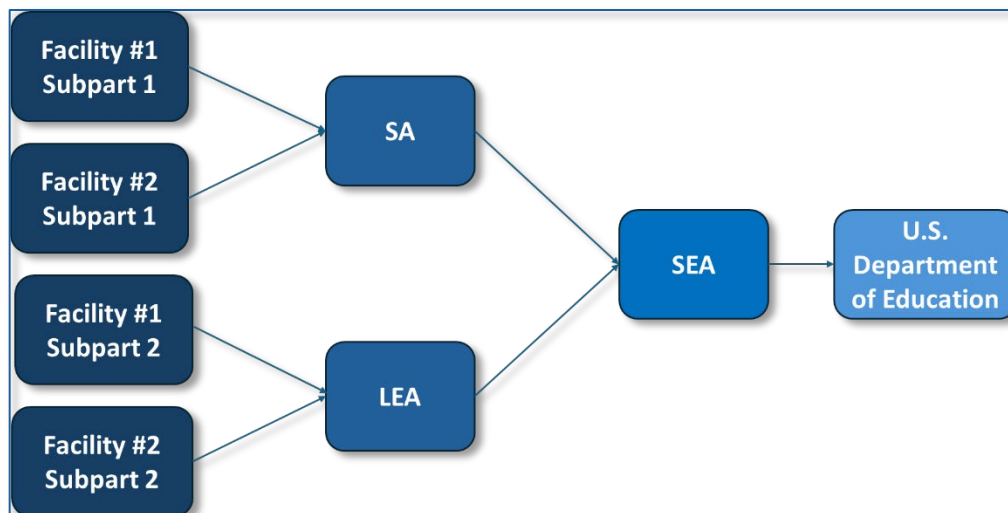
Process

State educational agencies (SEAs) are required to collect data annually on students served by Title I, Part D (TIPD) programs from both State agencies (SAs) in Subpart 1 and local educational agencies (LEAs) in Subpart 2 [[34 CFR 76.720\(c\)](#)]. The process usually occurs in three steps:

1. Facilities collect and report demographic and performance data in the appropriate data collection instrument to the SA for Subpart 1 and LEA for Subpart 2.
2. SAs and LEAs collect and collate the data from all TIPD programs and report the data to the SEA. Data should be aggregated when the SA or LEA serves multiple programs of the same type (e.g. SA operates two juvenile correctional facilities, or the LEA serves three delinquent programs in three local facilities). State coordinators may choose to collect these data at the facility level to better determine program effectiveness and support subgrantees improvement efforts.
3. SEAs collect and aggregate the data for Subpart 1 and Subpart 2 separately (as applicable) and report the data to the U.S. Department of Education (ED) through the data collection process.

Figure 2 illustrates the data collection flow. This example shows two SA facilities and two LEA facilities, but most SEAs will have more subgrantees.

Figure 2: Data collection and reporting process



Data Collection Requirements for *EDFacts* and CSPR

The data collection requirements are organized into various file specifications (or file specs) that capture detailed information on students' demographics, academic progress, and academic and career outcomes. These specifications are updated on a three-year cycle, meaning that once changes are made, they remain in effect for three years before any further updates can occur. Each file specification includes detailed descriptions of the data categories required to ensure comprehensive reporting. For more in-depth information on specific terms and definitions, please refer to [Appendix A](#) and [Appendix B](#).

EDFacts

The table below lists the file specs for Subpart 1 and Subpart 2 and the description for each file spec.

Table 1: TIPD EDFacts file specifications and descriptions by SA and LEA

Description	SA (Subpart 1) File Specs Neglected or Delinquent	LEA (Subpart 2) File Specs Delinquent or At-risk
Student Participation	FS 119	FS 127
Academic Achievement	FS 113	FS 125
Academic / Career Outcomes in Program	FS 218	FS 219
Academic / Career Outcomes after exit	FS 220	FS 221
Assessment Proficiency (optional)	FS 224	FS 225

The same information is collected from both SAs and LEAs. These include data on student participation, academic achievement, academic and career outcomes, and proficiency in reading and math. However, there are differences in the facility types and program types for SA and LEA programs, so these data should be collected using two different instruments. For example, only SAs may serve neglected children and youth, and only LEAs may serve at-risk children and youth.

- **FS 119 (SA) and FS 127 (LEA)** collect information on students receiving TIPD services. The data include total count of students and is disaggregated by:
 - Age (Ages 3-21)
 - Sex (Male and Female)
 - Race/ethnicity (American Indian/ Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian/Other Pacific Islander, White, Two or more races)
 - English learner status (as defined by Title III)
 - Disability status (as defined by IDEA)
 - Long-term status (students in facilities for 90+ days)
 - Program type category sets
 - Neglected Subpart 1 (**only**): Group homes, shelters, community day programs, residential treatment homes, other
 - Delinquent Subpart 1: Adult corrections, community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, other
 - Delinquent Subpart 2: Community day programs, juvenile detention centers, shelters, group homes, ranch/wilderness camps, residential treatment centers, long-term secure juvenile facilities, other
 - At-risk Subpart 2 (**only**): There are no category sets for at-risk. At-risk programs operate within an LEA's buildings/facilities. The term "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.
- **FS 113 (SA) and FS 125 (LEA)** collect information on student academic achievement in reading and math based on an initial assessment administered to all students upon entering the facility and a follow-up assessment administered to students who have been in the facility at least 90 days. The data include the count of students who showed:
 - Improvement of more than one full grade from the initial to follow-up assessment

- Improvement of up to one full grade level from the initial to follow-up assessment
- No change from the initial to follow-up assessment
- Negative grade level change from the initial to follow-up assessment

Tip: Collecting Student Academic Assessment Data

Student follow-up assessments (FS 113 and 125) are designed to measure academic growth—not proficiency—and should be administered at the 90-day mark or as close to that point as possible. These assessments help evaluate progress after a period of academic support, and it is expected that students will demonstrate some level of growth (up to one full grade level) after 90 days in the program.

- **FS 218 (SA) and FS 219 (LEA)** collect information on academic and career outcomes of students while they are in TIPD-funded programs. Data should be reported in each category in which a student achieved the item (e.g., A student earns high school course credits and then earns a diploma). Data are collected on the count of students who:
 - Earned high school course credits
 - Enrolled in GED programs
 - Earned a GED
 - Earned a high school diploma
 - Enrolled in job training
 - Obtained employment
 - Accepted or enrolled in postsecondary education

Tip: Count all outcomes students achieve

Students can attain multiple outcomes and each of these outcomes should be reported. For example, a student could earn both high school course credits and a diploma while in TIPD programs. Additionally, the same activity could satisfy multiple outcomes, such as military service, which could count as both obtaining employment and enrolling in postsecondary education, since the military is considered a postsecondary training and employment option.

- **FS 220 (SA) and FS 221 (LEA)** collect information on academic and career outcomes of students in TIPD programs up to 90 days after exiting programs. Data are collected on the count of students who:
 - Earned high school course credits
 - Enrolled in GED programs
 - Earned a GED
 - Earned a high school diploma
 - Enrolled in job training
 - Obtained employment
 - Accepted or enrolled in postsecondary education

Tip: Collecting Post-exit Data

Collecting post-exit performance data (FS 220 and 221) can be challenging. Sometimes State laws prevent tracking of students released from programs. If the State law prohibits tracking, please inform ED in a data note, specifying the law citation and/or State code. To help improve tracking of post-exit outcomes, coordinators can provide support to programs to create processes for tracking students, such as assigning job responsibilities to reach out to students formerly in the program. This includes processes to collect post-exit data for students who have completed a TIPD-funded education program, but remain in the facility.

- **FS 224 (SA) and FS 225 (LEA) optional** - collect information on students served in TIPD programs who took statewide standardized assessments and achieved proficiency. The data include the number of students served by TIPD who:
 - Took a statewide standardized assessment
 - Took a statewide standardized assessment and achieved proficiency
 - Took a statewide standardized assessment and did not achieve proficiency

Figure 3 summarizes categories and disaggregated data collected from each file specification outlined in this section.

Figure 3: TIPD ED Facts datapoints by file specification

Participation (FS 119/127)	Academic achievement (FS 113/125)	Outcomes in program (FS 218/219) Outcomes 90 days after exit (FS 220/221)	Optional State standardized assessment (FS 224/225)*
<ul style="list-style-type: none"> • Age • Sex • Race • English learners • Students with disabilities • Long-term students • Program type 	<ul style="list-style-type: none"> • Growth on reading and math initial and follow-up assessments: <ul style="list-style-type: none"> ○ Improved more than one full grade ○ Improved up to one full grade ○ No grade level change ○ Negative grade level change 	<ul style="list-style-type: none"> • Earned high school course credits • Enrolled in GED program • Earned GED • Earned high school diploma • Enrolled in job training • Obtained employment • Accepted or enrolled in post-secondary education 	<ul style="list-style-type: none"> • Took statewide standardized assessment • Took statewide standardized assessment and achieved proficiency • Took statewide standardized assessment and did not achieve proficiency

*FS 224/225 are optional

CSPR II Manual Entry

CSPR II manual entry includes three additional measures — count of programs, average length of stay, and average number of days served by subpart and category set. For definitions of category sets see [Appendix B: Program Type Category Sets](#).

- **Number of programs or facilities:** The total number of individual facilities or programs that received TIPD funding during the reporting year. The types of programs or facilities reported within ED*Facts* should match the types of programs or facilities reported on the CSPR.
- **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 in the previous bullet point.
- **Average length of stay (in days):** The average number of days per student stay (for each facility or program) during the reporting year. Multiple visits can be included.
- **Average number of days served:** This is the average number of days that each student attends an educational program and receives services supported by TIPD in the reporting year. See [Appendix C: Calculating Average Number of Days Served](#) for an example on how to calculate the average number of days served.

Program Type

FS 127 and 119, as well as CSPR II manual entry data, include program type category sets, which provide details on facility type. These program type categories sets were introduced in the SY 2022-23 data collection. The table below shows the subparts, the programs, and program type categories. The program type categories vary by subpart and overall program. In addition, at-risk does not contain any program type categories.

Table 2: Category sets by subpart and program type

Subpart 1: SA Programs		Subpart 2: LEA Programs	
Neglected	Delinquent	Delinquent	At-risk
<ul style="list-style-type: none"> • Group homes • Shelters • Community day programs • Residential treatment homes • Other 	<ul style="list-style-type: none"> • Adult correction • Community day programs • Juvenile detention centers • Shelters • Group homes • Ranch/wilderness camps • Residential treatment centers • Long-term secure juvenile facilities • Other 	<ul style="list-style-type: none"> • Adult correction • Community day programs • Juvenile detention centers • Shelters • Group homes • Ranch/wilderness camps • Residential treatment centers • Long-term secure juvenile facilities • Other 	<ul style="list-style-type: none"> • No category sets

Data Collection Tools

State coordinators are responsible for creating and distributing data collection tools, and training subgrantee staff to use them. State coordinators can use various methods and strategies to collect and aggregate data effectively. Below are the key elements to consider when developing and implementing data collection systems.

- **Assess existing systems:** Before developing new tools, State coordinators should first assess whether student-level data for all students served in all facility types is available through an existing Student Information System (SIS), and whether that system has the capability to capture all required data elements. State coordinators should work with SAs and LEAs to determine whether the SIS includes the necessary data. If no centralized system exists or current systems do not meet all requirements, State coordinators may need to create spreadsheets or alternative tools to ensure consistent and complete data collection.

- **Methods for developing and collecting data:** State coordinators can develop data collection tools in a variety of ways, depending on the context and available infrastructure. Some common forms of these mechanisms include:
 - Spreadsheets (like Excel, CSV, Google sheets)
 - Survey tools (like Google forms, Qualtrics, SurveyMonkey, Alchemer)
 - Statewide data systems, if they include the required data elements. State coordinators should ensure that both SAs and LEAs have appropriate access to the system and to the records for students they serve. LEAs may only have access to students enrolled in their own agency, which can be a limitation when students are served in facilities managed by another LEA or agency.
 - Web-based portals (often the same portal the SEA uses for their grant management system)
 - Paper and pencil for low-tech or offline settings
- **Level of detail:** States also have flexibility to decide the level of detail at which to collect data. While reporting to the federal government is often aggregated at the State level, States can collect disaggregated data and additional details on the students or facilities. Collecting more data beyond what is federally mandated requires effort to collect but provides more details that are useful for analyzing and encouraging data-driven decision making for program improvement. Facility-level data provide necessary information that can still drive decision making. It requires less effort to collect; however, this information provides less detail than student level data.
- **Strategies to improve data collection:** There are several ways to improve the usability of a data collection tool. Providing instructions at the beginning of the data collection tool will orient users to the technical aspects of collecting the data and filling out the tool. Additionally, providing a glossary of terms is helpful to clarify each data element so that the user understands what data to submit. Incorporating data quality checks is an important step so that data issues are identified real-time, allowing users to proactively address it. Data quality checks are discussed further in the next section.

Appendix A: Definitions

This appendix presents definitions of data elements from the file specifications. These definitions are helpful to understand the requirements outlined in [Section II Data Collection](#).

FS 119 (Subpart 1) and FS 127 (Subpart 2): Participation

Item	Basic definition
Unduplicated count of students	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.)
Duplicated count of students ¹	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.)
Number of long-term students	Number of students who were enrolled in a program for 90 or more consecutive calendar days.
Male	Number of male students.
Female	Number of female students.
Age	Number of students by individual age (3–21 years).
Students with disabilities	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 SEA.
English learner students	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).
RACE / ETHNICITY²	
Ethnicity	
Hispanic or Latino	Number of students who are Hispanic/Latino of any race.
Non-Hispanic or Latino ³	Number of non-Hispanic/Latino students.
Race	
American Indian or Alaska Native	Number of American Indian or Alaska Native students.
Asian	Number of Asian students.
Black or African American	Number of Black or African American students.
Native Hawaiian or other Pacific Islander	Number of Native Hawaiian or Other Pacific Islander students.
White	Number of White students.
Two or more races	Number of students who marked more than one race. (Hispanic/Latino students are not included in this category.)

¹ The 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.

² As of SY 2010–11, the U.S. Department of Education recommends 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>.

³ The 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.

FS 218 (Subpart 1) and FS 219 (Subpart 2): Outcomes In-Program

Item	Basic definition
Number of students who earned high school course credits (in program)	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.
Number of students who enrolled in a GED program (in program)	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.)
Number of students who earned a GED (in program)	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.
Number of students who obtained a high school diploma (in program)	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.
Number of students who were accepted or enrolled in postsecondary education (in program)	The number of students who were accepted into and/or enrolled in postsecondary programs while enrolled in the facility or program.
Number of students who enrolled in job training courses/programs (in program)	The number of students who were enrolled in vocational/job training programs or courses while enrolled in the facility or program.
Number of students who obtained employment (in program)	The number of students who received job offers while in the facility or program.

FS 220 (Subpart 1) and FS 221 (Subpart 2): Outcomes up to 90 Days After Exit

Item	Basic definition
Number of students who enrolled in their local district schools (after program exit, up to 90 days)	The number of students who returned to or enrolled in their local district schools (external to the juvenile justice system) within 90 days after exit from the facility or program.
Number of students who earned high school course credits (after program exit, up to 90 days)	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.
Number of students who enrolled in a GED program (after program exit, up to 90 days)	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
Number of students who earned a GED (after program exit, up to 90 days)	The number of students who earned a GED any time between exit and 90 days after exit from the facility or program.

FS 113 (Subpart 1) and FS 125 (Subpart 2): Academic Achievement

Item	Basic definition
Number of long-term students who showed negative grade-level change from the initial to follow up assessment	The number of long-term students who scored lower on their follow-up assessment than on their initial assessment. (This item is optional for at-risk programs.)
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. (This item is optional for at-risk programs.)
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. (This item is optional for at-risk Programs.)
Number of students who showed improvement of more than one full grade level from the initial to follow up assessment	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. (This item is optional for at-risk programs.)

FS 224 (Subpart 1) and FS 225 (Subpart 2): Statewide Standardized Assessments

Item	Basic definition
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. (optional)
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. (optional)

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. (optional)
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Appendix B: Program Type Category Sets

This appendix presents definitions of program type category sets from the file specifications. These definitions are helpful to understand the requirements outlined in [Section II Data Collection](#) for file spec 119 (participation, Subpart 1), file spec 127 (participation, Subpart 2), and CSPR II.

Subpart 1, Neglected Programs

Permitted Value Description	Definition
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	Use when data are not available in this category.

Subpart 1, Delinquent Programs

Permitted Value Description	Definition
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. ED 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. ED 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	Use when data are not available in this category.

Subpart 2, Delinquent Programs

Permitted Value Description	Definition
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” means 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. ED 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. ED 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	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

Permitted Value Description	Definition
<p><i>Note:</i> Subpart 2, at-risk Programs are not disaggregated. The term “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.</p>	

Appendix C: Calculating Average Number of Days Served

This appendix presents step-by-step guidance and instructions on calculating the average number of days served. This appendix corresponds to CSPP II Manual Entry in [Section II Data Collection](#). See more [tips](#) on summing in Microsoft Excel.

Example 1: Calculating the Average Number of Days Served

This tool will use a subpart 2 facility as an example; however, the process for calculating the average number of days served is the same for both subpart 1 and subpart 2.

Steps

1. Facility tracks and counts the number of days each student receives services in the program funded by Title I Part D between July 1 and June 30.
2. Add the days each student received services.
3. Divide the sum by the total number of duplicated students as reported in File Specification 119.

Note: the duplicated count of students should be used in this process. Students may exit and re-enter the program throughout the year and should be counted during both stays. See example 3 described below.

* Step 1 in detail: Count the number of days each student received TIPD services

- Student A received 11 days of TIPD services
- Student B received 10 days of TIPD services
- Student C received 6 days of TIPD services
- Student D received 5 days of TIPD services

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Student A Student D	Student C	Student B	Student B Student D	Student A Student B Student C
Week 2	Student A	Student A Student B	Student C Student D	Student A Student B	Student A Student B Student C
Week 3	Student B	Student B	Student A	Student A Student B Student C	Student A
Week 4	Student D ²		Student A Student D	Student A Student D	Student B Student C

* Step 2 in detail: Sum all the number of days each student received services.

$$11 \text{ days} + 10 \text{ days} + 6 \text{ days} + 5 \text{ days} = 32 \text{ days}$$

	A	B
1	Students	Days
2	Student A	11
3	Student B	10
4	Student C	6
5	Student D	5
6	<i>Sum</i>	32

	A	B
1	Students	Days
2	Student A	11
3	Student B	10
4	Student C	6
5	Student D	5
6	<i>Sum</i>	=SUM(B2:B5)

* Step 3 in detail: Divide sum of days served by the number of duplicated students (as reported in FS119)
32 days served divided by 4 students (duplicated count of students) equals 8 days.

Example 2: Duplicated Student Count

At times students may exit a facility and then re-enter a facility later in the year. These students should be counted for both of their stays. In the example below, student D leaves the facility after the first week and then returns to the facility in week 4. This student would be a duplicated student and should be counted for both stays. If these students are counted in the duplicated count of students in the facility, they should factor into the calculation.

In this example:

- Student A received 11 days of TIPD services
- Student B received 10 days of TIPD services
- Student C received 6 days of TIPD services
- Student D¹ received 5 days of TIPD services
- Student D² received 5 days of TIPD services (on second stay)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Student A Student D ¹	Student C Student D ¹	Student B Student D ¹	Student B Student D ¹	Student A Student B Student C Student D ¹ (leaves facility at the end of the day)
Week 2	Student A	Student A Student B	Student C Student D	Student A Student B	Student A Student B Student C
Week 3	Student B	Student B	Student A	Student A Student B Student C	Student A

Week 4	Student D ² (returns to facility)	Student D ²	Student A Student D ²	Student A Student D ²	Student B Student C Student D ²
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Calculation:

- 11 days + 10 days + 6 days + 5 days + 5 days = 37 days
- 37 days divided by 5 students (duplicated count of students. Student D should be counted as two separate students, one for each of his stays in the facility) equals 7.4 days