

PR2000—Title I, Part D, Subparts 1 and 2

Use this schedule to provide annual data on Title I, Part D, Subparts 1 and 2. Use zeros when questions do not apply. Report only those expenditures and activities paid with Title I, Part D, funding during the compliance report grant year. Report *unduplicated counts* of students served.

See the definitions section at the end of these instructions for assistance in completing the form correctly.

Part 1: LEA Program/Facility Type as Defined by the USDE

In this section enter information about the number and types of programs or facilities as defined by the US Department of Education (USDE) that are provided with Title I, Part D, funds. See the last section for a definition of facility types.

1. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D, funds.
2. For each kind of facility or program, type the number of facilities or programs provided with Title I, Part D, funds that are reporting data.
3. Type the average length of stay in the facilities. If your organization has multiple facilities, the average length of stay may be counted on a weighted average. See the example below.

Take a student-level average by doing one of the following:

- Collecting the student-level data for all facilities and then taking the average
- Calculating a weighted average based on the number of students

Example for Weighting by Student Counts

Facility	Average Days	Number of Students (duplicated count per visit)	Total
1	101	100	10,100
2	11	80	880
3	270	50	13,500
4	179	100	17,900
Total		330	42,380

Multiply the average days by the number of students to get the totals. Add the **Number of Students** and **Total** columns.

Weighted average length of stay = $42,380 \div 330$ students = 128 days average length of stay.

The average length of stay cannot exceed 365 days.

4. For any program and facility for which you are unable to provide data, type an explanation of what data is not provided.

Part 2: Student Participation

Use this section to detail student participation in programs or facilities using Title I, Part D, funds.

1. Students Served

Follow these instructions to complete this section:

1. For each program or facility receiving Title I, Part D, funds, type the number of **unduplicated** students served. Count each student only once, even if admitted to a program or facility several times.
2. For each program or facility receiving Title I, Part D, funds, type the number of **duplicated** students served. Count each student admission to a facility or program, including multiple times.
3. For each program or facility receiving Title I, Part D, funds, type the number of **long-term** students served. Count each student who has been in the facility or program for at least 90 consecutive days.

2. Gender

Type the number of participants by gender that your organization had in each program or facility during the compliance report grant year. The sum of both genders must match the number of **unduplicated** students served shown in section #1 for each program or facility.

3. Age

Type the number of participants for each program or facility during the compliance report grant year. The sum of students for each program must equal the total of **Unduplicated Students Served** for each program or facility.

4. Race/Ethnicity

Type the number of participants by ethnicity that participated in programs or facilities during compliance report grant year. The sum of students must equal the totals shown for **Unduplicated Students Served** for each program or facility.

5. Student Groups

In this section, students may be classified in either or both categories. Count where appropriate.

1. Type the number of students for each program or facility who have disabilities.

2. Type the number of students for each program or facility classified as Limited English Proficient.

Part 3: Transitional Services

1. For each type of program or facility click **Yes** or **No** to indicate whether **all or some** of the facility or program was able to collect data on student outcomes after the students exited the facility or program.
2. For each program or facility, type the number of Title I, Part D, participants receiving transitional services that address further school or employment for the students. Transitional services include but are not limited to exposing youth to post-secondary opportunities, workforce and GED preparation, tutorial, counseling, mentoring, and if possible, student follow-up activities. If you type a number greater than 0 under Transitional Services, you must enter student counts for that program or facility under **Academic and Vocational Outcomes** under **Within 90 Days After Exit**.
3. If you indicated that a facility or program was unable to collect data on student outcomes, type an explanation.

Part 4: Academic and Vocational Outcomes

In Facility

1. For each facility or program, type the number of students who enrolled in their local district school while enrolled in the facility or program.
2. Type the number of students who earned high school course credits while enrolled in the facility or program.
3. Type the number of students who enrolled in a GED program while they were enrolled in the facility or program.
4. Type the number who earned a GED while they were enrolled in the facility or program.
5. Type the number who obtained a high school diploma while enrolled in the facility or program.
6. Type the number of students accepted into or enrolled in post-secondary education while enrolled in a facility or program.
7. Type the number of students enrolled in job-training courses or programs while enrolled in a facility or program.
8. Type the number of students who obtained employment while enrolled in a facility or program.

Within 90 Days After Exit

1. For each facility or program, type the number of students who enrolled in their local district school within 90 days after exiting the program or facility.
2. Type the number of students who earned high school course credits within 90 days after exiting the program or facility.
3. Type the number of students who enrolled in a GED program within 90 days after exiting the program or facility.
4. Type the number who earned a GED within 90 days after exiting the program or facility.
5. Type the number who obtained a high school diploma within 90 days after exiting the program or facility.
6. Type the number of students accepted into or enrolled in post-secondary education within 90 days after exiting the program or facility.
7. Type the number of students enrolled in job-training courses or programs within 90 days after exiting the program or facility.
8. Type the number of students who obtained employment within 90 days after exiting the program or facility.

Part 5: Academic Performance of Long-Term Students: Reading

1. For each program or facility, type the number of long-term students who tested below grade average in reading upon entry.
2. For each program or facility, type the number of long-term students with incomplete pre- and post-test reading exams (that is, either no test or only one of the two).
3. Type the number of students with complete pre- and post-test reading exams.
4. For each program or facility, type the number of students whose reading grade level decreased from the pre- to post-test exams.
5. For each program or facility, type the number of students whose reading grade level stayed the same from the pre- to post-test exams.
6. For each program or facility, type the number of students whose reading grade level increased up to one full grade level from pre- to post-test exams.
7. For each program or facility, type the number of students whose reading grade level increased more than one full grade level from pre- to post-test exams.

Part 6: Academic Performance of Long-Term Students: Math

1. For each program or facility, type the number of long-term students who tested below grade average in math upon entry.
2. For each program or facility, type the number of long-term students with incomplete pre- and post-test math exams (that is, either no test or only one of the two).
3. Type the number of students with complete pre- and post-test math exams.
4. For each program or facility, type the number of students whose math grade level decreased from the pre- to post-test exams.
5. For each program or facility, type the number of students whose math grade level stayed the same from the pre- to post-test exams.
6. For each program or facility, type the number of students whose math grade level increased up to one full grade level from pre- to post-test exams.
7. For each program or facility, type the number of students whose math grade level increased more than one full grade level from pre- to post-test exams.

Part 7: Program Implementation

Review the [Guide to Answering Program Implementation Questions](#) for information about completing this section.

Complete this section to indicate your compliance with the program requirements:

1. For each program requirement listed, click **Yes**, **No**, or **N/A** to indicate whether you complied with the requirement.
2. Type an explanation of your answer in the **Explanation of Compliance Status** box.
 - If you clicked **Yes**, list the sources of documentation you have readily available to document compliance with the requirement. If a date box is provided, type the date of compliance with the requirement.
 - If you clicked **No**, explain the reason for noncompliance. Do not select **No** if a requirement is not applicable.
 - If you clicked **N/A**, explain why the requirement is not applicable.

Part 8: Additional LEA Data (optional)

If you wish to provide additional information, space is provided for your convenience.

Definitions of Facility and Program Types

- **At-Risk Programs** (Subpart 2 only): Programs operated in local schools that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least one year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate

USDE “At-Risk” Definition: 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, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school. 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, has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least 1 year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.

Note: It is important USDE’s definition of ‘at-risk’ is utilized when identifying which program/facility exists for the purposes of Title I, Part D, Subpart 2. The definition of “at-risk” is not the same as “at-risk” as defined by state law for Compensatory Education purposes. Although there may be similarities the students served under these definitions, please use USDE’s “at-risk” definition for the purposes of Title I, Part D, Subpart 2 programs.

- **Neglected Programs:** A public or private residential facility, other than a foster home, that is operated primarily for the care of children and youth who have been committed to the institution or voluntarily placed there under applicable State law due to (1) abandonment, (2) neglect, or (3) death of their parents or guardians

USDE “neglected” definition: The term “neglected,” when used with respect to a child, youth, or student, means an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable State law due to abandonment, neglect, or death of his or her parents or guardians.

- **Juvenile Detention:** Shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment
- **Juvenile Corrections:** A public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Delinquent facilities include facilities for detention, juvenile corrections, and adult corrections.
- **Adult Corrections** (Subpart 1 only): A facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense
- **Other Programs:** Any other program, not defined above, which receives Title I, Part D, funds and serves non-adjudicated children and youth