

TITLE I, PART D FINAL REPORT REFERENCE DOCUMENT **(definitions for Table II and FAQs)**

Transition Services

Transition has been defined as “a coordinated set of activities for the youth, designed within an outcome-oriented process, which promotes successful movement from the community to a correctional program setting, and from a correctional program setting to post-incarceration activities.” This definition identifies three elements of successful transition:

1. It is coordinated.
2. It is an outcome-oriented process.
3. It promotes successful movement between the facility and the community.

Limited English Proficient Students

In ED Facts, LEP students are generally defined as follows:

In coordination with the state’s definition based on Title 9 of ESEA, students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who are i, ii, or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (who are I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)
 - (i) the ability to meet the state’s proficient level of achievement on state assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Children with Disabilities (IDEA)

In ED Facts, children with disabilities (*IDEA*) are generally defined as:

Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as emotional disturbance); orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.

Title I, Part D Final Report (Delinquent Institutions) Frequently Asked Questions

- Q: Not all students in the facility participated in Title I services. Should we still report on all students?
No. This report only collects participation and program data for students participating in Title I services funded by Title I, Part D dollars.
- Q: Some students stay in the facility for multiple years. How do we report average length of stay?
Average length of stay is reported only for the program year and cannot be reported as greater than 365 days.
- Q: What if we don't have all required data available? Do we leave the cells blank?
If data elements are missing or were not collected, leave the cells blank. Cells with valid zero values should be indicated with the number zero (0). **Districts submitting reports without required information will be contacted to discuss compliance requirements and a monitoring plan for institutions.**
- Q: Several students exited and re-entered the facility multiple times during the year. Do we count these students multiple times?
No. Count students only once, even if they were admitted to a facility or program multiple times within the reporting year.
- Q: Our district has both a neglected and a delinquent facility. Where are neglected students reported?
Students residing in neglected institutions are reported on the DOE-TI report in the STN Application Center. This data collection closed in September 2013.
- Q: What is the purpose of this report?
Data must be reported annually to meet federal and state reporting requirements. Results from reports are also used to monitor and evaluate Subpart 2 programs as part of the State's responsibility to effectively account for Subpart 2 funding. Districts and institutions should use the results to plan and improve subsequent programs for participating children and youth.