

Proposed Title I, Part D, Leading Indicators

The three-part goal of the Elementary and Secondary Education Act’s (ESEA’s) Title I, Part D, Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (N or D), is to:

- Improve educational services for children and youth who are N or D so that they have the opportunity to meet challenging State academic content and achievement standards;
- Provide children and youth who are N or D with services so that they can successfully transition from institutionalization to further education or employment; and
- Prevent youth from dropping out of school and provide youth who have dropped out and youth returning from correctional facilities with a support system to ensure their continued education.

State education agencies and local educational agencies (subgrantees) use Title I, Part D, funds to support supplemental education and other support services in long-term facilities (e.g., juvenile corrections), short-term facilities (e.g., juvenile detention), and school-based programs (e.g., community day programs). Title I, Part D, support can include tutoring, vocational training, and transition services.

For the U.S. Department of Education (ED) to know whether the program is making progress in meeting its goals, ED will track a set of leading indicators. All programs will not be required to collect and report data for each indicator. Rather, data collection and reporting will depend on the subgrantee and facility type. The following table lists each leading indicator, to what subgrantee and facility type applies, what it is focused on, which program level has a direct impact on its progress, and overall rationale.

Proposed Leading Indicator	Within Current Collection	Subgrantee		Facility Type		Rationale for Indicator	Focus			Influence Impact		
		S1	S2	Long-term	Short-term		Transition	Process	Product	ED	State	Facility
1. The percentage of long-term students served (90+ calendar days) who have both pre- and post-test scores in <i>reading</i> , Subpart 1	Yes	X		X		To determine whether students are being assessed and placed in appropriate for services and making significant gains in reading or math proficiency if they are long-term students served for 90 or more days.	X	X		X		
2. The percentage of long-term students served (90+ calendar days) who have both pre- and post-test scores in <i>reading</i> , Subpart 2	Yes		X	X			X	X		X		
3. The percentage of long-term students served (90+ calendar days) who have both pre- and post-test scores in <i>mathematics</i> , Subpart 1	Yes	X		X			X	X		X		
4. The percentage of long-term students served (90+ calendar days) who have both pre- and post-test scores in <i>mathematics</i> , Subpart 2	Yes		X	X			X	X		X		

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		S1	S2	Long-term	Short-term		Transition	Process	Product	ED	State	Facility	
5. The percentage of students who <i>enrolled in a school after exit</i> from a Title I, Part D, program, Subpart 1	Yes	X		X	X	To determine if existing instructional and transition services are increasing the number of youth who enroll in school upon release, and earn high school course credit, either while incarcerated or up to 90 days after exit, whether they are in short term or long-term programs.	X	X				X	
6. The percentage of students who <i>enrolled in a school after exit</i> from a Title I, Part D, program, Subpart 2	Yes		X	X	X		X	X					X
7. The percentage of students served <i>earning high school course credits</i> up to 90 days after exit, Subpart 1	Yes	X		X	X		X		X				X
8. The percentage of students served <i>earning high school course credits</i> up to 90 days after exit, Subpart 2^c	Yes		X	X	X		X		X				X
9. The <i>average attendance rate</i> for students served by the program, Subpart 1	No	X		X	X	To determine the degree to which students are receiving instruction.		X				X	
10. The <i>average attendance rate</i> for students served by the program, Subpart 2	No		X	X	X			X					X
11. The number of States which calculated their own <i>annual targets and measures</i> or State performance on national GPRA measures and leading indicators	No	X	X	X	X	To determine the degree to which administrators are engaged in program improvement process.			X		X		