Guide to Completing the Title I-D Performance Report

Purpose

This document provides step-by-step guidance to complete the Title I-D Performance Report in Grant Management Application and Planning (GMAP) system.

Getting Started

1. Log in to <u>Grant Management Application and Planning (GMAP)</u> GMAP Sign-In



2. From the navigation, select Application Supplement | Application Supplements

GMAP Home	Application Supplemente	
Search >	Application Supplements	
Reports		
Inbox 🕨		
Planning •		
Application Supplement	Application Supplements	
Funding	Application Supplement	
Grant Summary	Declaration of Participation Report	
District Document Library	District Funding Assurances State Preschool Quality Information	
Address Book		
KDE Resources	Title III Intent to Participate	
Help for Current Page	Title IV Intent to Participate	

3. Select 2025 from the drop list



4. Select Title I-D Subpart 1 or Subpart 2 institution, under Title I-D Subpart 1 or Title I-D 2 Performance Report:



 Change Status to Title I-D Performance Report Started hyperlink; then, Confirm Change Status: Not Started

Change Status To: <u>Title I-D Performance Report Started</u>

Guidance and Instructions

6. Once the status is changed, the user may begin completing the report. Begin by clicking on *Guidance and Instructions*

St	atus:	Title I-D Performance Report Started		
C	ange Status To:	Title I-D Performance Report Completed		
Vie	w Change Log			
D	escription (View Sec	tions. Citrly View All Pages)	Validation	Print Select Item
	All		Messages	Print
E	History Log			Print
	History Log			Print
	Create Comm	ent		
E	Contacts		Messages	Print
	Contacts		Messages	Print
E	Title I-D Perform	ance Report	Messages	Print
	Guidance and	Instructions		Print
	Demographic	Data	Messages	Print
	Math Data			Print
	Reading/Lang	uage Arts Data		Print
	All		Messages	Print

7. This section provides important details to consider prior to completing the application.

P	rogram Guidance and Instruct	Sen
1	2.4 PREVENTION AND INTERV	(ENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)
	This report collects data on prog	pams and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.
	Throughout this section:	
	Report data for the program ye	ear of July 1 through June 30
	Count programs/facilities base	ed on how the program was classified to ED for funding purposes.
	Do not include programs funde	ed solely through Title I, Part A.
	Use the definitions listed below	e de la constante de
	Adult Corrections	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. The Department 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/wildemess camps	A ranch/wildemess 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, wildemess 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, mential health, etc.) in conjunction with residential care. The Department notes that it is unlikely that most treatment centers will meet the definition of an institution for deinquent 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.

8. Click on Go To and Next Page to navigate to the next section

Go To 🔹 🕨	Current Page
	Next Page
	Previous Page
Program Guidance and	Sections
2.4 PREVENTION AND	History Log
This report collects data	Contacts
these students.	Title I-D Performance Report I

Demographic Data

9. Select the appropriate *Type of Agency*

Select the type of facility. Facility Type sho year being reported.	alect the type of facility. Facility Type should be based on the Child Count submitted the same Fiscal Year. Data should provide ALL students enrolled during July 1 - June 30 for the fiscal ar being reported.		
* Type of School:			
Select ~			
Select			
Juvenile corrections (JUV CORR) Juvenile Detention (JUVDET)	ropriate.		
At Risk (AT RISK)	ICATED COUNT		

- 10. Enter the count of Types of Students Served in this section
 - a. Special Education (student with disability) reference additional details on the screen.
 - b. EL (English Learners)
 - c. Long-term Unduplicated Students Who Were Enrolled 90+ Consecutive Calendar Days – this entry will determine the students whose data must be entered in the assessment sections of the application. For example, if there are 7 long-term students, you will enter the assessment details for only those 7 students'

11. Update to the Demographic Data page for the next reporting collection.

		0
	TYPES OF STUDENTS SERVED	
	Special Education (student with disability)	•
	EL (English Learners)	•
	Long-term Unduplicated Students Who Were Enrolled 90+ Consecutive Calendar Days	•
[PARTICIPATION IN STATE ASSESSMENTS	
	Enter the number of students who participated in a statewide assessifyent for mathematics and reading.	*
	ACADEMIC AND VOCATIONAL OUTCOMES WHILE IN THE FACILITY - UNDUPLICATED COUNT	
	Enter number of students who, while in the facility	
	Earned high school course credits	*

The newest data element to the Title I-D Subpart 1 Performance Report and the Title I-D Subpart 2 Performance Report is the number of students who participated in a statewide assessment for mathematics and reading (i.e. likely the KSA).

12. Click *Save and go to Next page* when complete.

ſ	TYPES OF STUDENTS SERVED	
	Special Education (student with disability) Document the number of students up to 21 years of age within your facility who have: (a) a disability. (b) an Individual Education Plan (IEP) and (c) did not receive a high school diploma or the equivalent (GED).	•
	EL (English Learners)	•
	Long-term Unduplicated Students Who Were Enrolled 90+ Consecutive Calendar Days	•

13. Average Length of Stay this section collects data on the number of days each student is enrolled in a facility or program during the reporting year, including weekends and holidays, i.e., non-instructional days.



14. Average Number of Days Served While Receiving Title I, Part D Services collects data on how many days the student received educational services, i.e., instructional days.

ERAGE NUMBER OF DAY'S SERVED WHILE RECEIVING TITLE I, PART D SERVICES	
Total number of students receiving Title I, Part D funded services	
Total number of days Title I, Part D services provided to students	
Average Number of Days Served while receiving Title I, Part D services	

Additional Details

The US Department of Education added a new element for Title I, Part D data reporting to include the collection of the average number of days that each student is in attendance and receiving educational services supported by Title I, Part D in the reporting year. The Average Number of Days Served is a new and different field than the Average Length of Stay. Closely consider the following when compiling the data:

- The Average Number of Days Served must not exceed, or be equal to, the Average Length of Stay.
- The Average Number of Days Served must be less than the Average Length of Stay.

1.11

- The Average Number of Days Served is collecting how many days the student received educational services, i.e., instructional days.
- The Average Length of Stay is collecting the number of days each student is enrolled in a facility or program during the reporting year, including weekends and holidays, i.e., non-instructional days.
- The Average Number of Days Served must not be the same as the Average Length of Stay, as students would not have had access to educational services on days that school was not in session (weekends or federal/state holidays).

Math Data Section

15. Enter *Facility Type*



16. Provide the unduplicated number for long-term students who took the initial and follow - up assessment and received a score.

erformance Data (based on most recent initial and follow-up assessment data)	
ount of long-term students who took the initial assessment	0
ount of long-term students who tested AT OR ABOVE grade level on the initial assessment	
ount of long-term students who tested BELOW grade level on the initial assessment	
ount of long-term students who took the follow-up assessment	(
ount of long-term students with NEGATIVE grade level change from the initial assessment to the follow-up assessment	
ount of long-term students with NO change in grade level change from the initial assessment to the follow-up assessment	
ount of long-term students with improvement up to one full grade level from the initial assessment to the follow-up assessment	
ount of long-term students with improvement more than one full grade level from the initial assessment to the follow-up assessment	1

Reading/Language Arts Data Section

- 17. Provide the unduplicated number for long-term students who took the initial and follow -up assessment and received a score.
- 18. Click Save and Go To and select Next Page when complete.
- 19. When complete select Save and Go To | Sections



Completion and Approve

20. Change status to *Title I-D Performance Report Completed* Status: Title I-D Performance Report Started

Change Status To: <u>Title I-D Performance Report Completed</u>

- 21. Confirm
- 22. Change status to Title I-D Performance Report Approved

Status:

Title I-D Performance Report Completed

Change Status to: <u>Title I-D Performance Report Approved</u>

23. Confirm

The application will be sent to KDE for review.

Additional Options

Create Comment navigate to *History Log* | Create Comment



Related Documents navigate to Title I-D Performance Report | Related Documents

