

# 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.

## Navigation

1. Log in to [Grant Management Application and Planning \(GMAP\)](#)

**GMAP Sign-In**

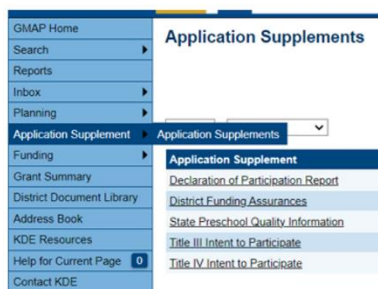
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**Sign-In**

Email Address:

Password:

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



3. Select 2024 from the drop list

2024 ▾ Active ▾

### Application Supplement

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

**Application Supplements**

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Adair Youth Development Center (DIS-DJJ-001) State Agency - FY 2024

2024 ▾ Active ▾

Application Supplement	Revision	Status
Child Count DJJ Report	0	KDE Title ID Consultant Approved
Title I-D Subpart 1 Performance Report	0	Not Started

5. Change Status to Title I-D Performance Report Started hyperlink; then, *Confirm Change*

**Status:** Not Started

**Change Status To:** [Title I-D Performance Report Started](#)

## Guidance and Instructions

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

Status: Title I-D Performance Report Started

Change Status To: **Title I-D Performance Report Completed**

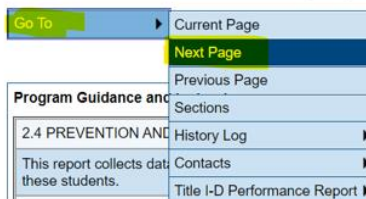
[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Contacts	Messages	Print
Contacts	Messages	Print
Title I-D Performance Report	Messages	Print
<b>Guidance and Instructions</b>		Print
Demographic Data	Messages	Print
Math Data		Print
Reading/Language Arts Data		Print
All	Messages	Print

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

Program Guidance and Instruction	
2.4 PREVENTION AND INTERVENTION 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 programs 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 year of July 1 through June 30	
Count programs/facilities based on how the program was classified to ED for funding purposes.	
Do not include programs funded solely through Title I, Part A.	
Use the definitions listed below:	
<b>Adult Corrections</b>	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 14321).
<b>Community day programs</b>	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.
<b>Juvenile detention centers</b>	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.
<b>Shelters</b>	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.
<b>Group homes</b>	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.
<b>Ranch/wilderness camps</b>	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 their greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.
<b>Residential treatment centers</b>	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. The Department notes that it is unlikely that most treatment centers will meet the definition of an institution for delinquent children and youth.
<b>Long-term secure juvenile facilities</b>	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.
<b>Other programs</b>	Any other facilities or programs, not defined above, which meet the definition of an institution for delinquent children and youth.

- Click on *Go To* and *Next Page* to navigate to the next section



## Demographic Data

- Select the appropriate *Type of Agency*

Select 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 year being reported.

\* Type of School:

Select...	
Select...	
Juvenile corrections (JUV CORR)	ropriate.
Juvenile Detention (JUVDET)	
At Risk (AT RISK)	ICATED COUNT

- Enter the count of *Types of Students Served* in this section
  - Special Education (student with disability) – reference additional details on the screen.
  - EL (English Learners)
  - 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. Click *Save and go to Next page* when complete.

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	*

12. *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.

AVERAGE LENGTH OF STAY - The average length of stay should be determined by number of students served and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.	
Total number of students who resided in the facility (students can be counted more than once)	*
Total number of days students resided in program	*
Average Length of Stay	*

13. *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.

AVERAGE NUMBER OF DAYS 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*.
  - 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

14. Enter *Facility Type* ..

Math Data	
Mercer County Day Treatment (DIS-421-027) State Agency - FY 2023 - Title I-O Subpart 1 Pt	
Go To	▶
Facility type	*
Community Day programs	*
In the table below, provide the unduplicated number of long-term students who participated in ma	

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

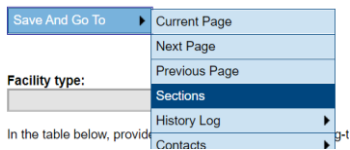
Performance Data (based on most recent initial and follow-up assessment data)	
Count of long-term students who took the initial assessment	0
Count of long-term students who tested <b>AT OR ABOVE</b> grade level on the initial assessment	
Count of long-term students who tested <b>BELOW</b> grade level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

### Reading/Language Arts Data Section

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

17. Click *Save and Go To* and select *Next Page* when complete.

18. When complete select *Save and Go To | Sections*



### Completion and Approve

19. Change status to *Title I-D Performance Report Completed*

Status: Title I-D Performance Report Started

Change Status To: **Title I-D Performance Report Completed**

20. Confirm

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

Status: Title I-D Performance Report Completed

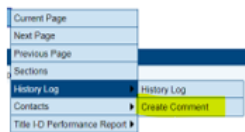
Change Status to: **Title I-D Performance Report Approved**

22. 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*

