



Title I, Part D, Subparts 1 and 2 Annual Performance Overview

The National Evaluation and Technical Assistance
Center for the Education of Children and Youth who
are Neglected, Delinquent, or At-Risk

School Year 2012–13

May 2015

National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At-Risk

This document was developed by the National Evaluation and Technical Assistance Center for the Education of Children and Youth who are Neglected, Delinquent, or At-Risk (NDTAC), which is funded by a contract awarded by the U.S. Department of Education to the American Institutes for Research (AIR) in Washington, DC. The mission of NDTAC is to improve educational programming for youth who are neglected, delinquent, or at-risk of academic failure.

NDTAC works with State and local administrators and service providers of the Title I, Part D program. Title I, Part D is administered under ED's Office of Elementary and Secondary Education in the Office of Safe and Healthy Students. For more information on the Title I, Part D program, visit the following links:

- ED: <http://www2.ed.gov/programs/titleipartd/index.html>
- NDTAC: <http://www.neglected-delinquent.org>

The data in this performance overview are from ED's Consolidated State Performance Report (CSPR) from SY 2012–13. Additional data and information can be found at ED's CSPR (<http://www2.ed.gov/admins/lead/account/consolidated/index.html>) and ED Data Express (<http://eddataexpress.ed.gov/>) Web pages, and at NDTAC's reporting and evaluation Web page (<http://www.neglected-delinquent.org/administering-title-i-part-d/reporting-and-evaluation>).

For more information on the methodology used for data analysis and additional SY 2012–13 student counts, please visit NDTAC's Title I, Part D Data Context and Methodology Web page at <http://www.neglected-delinquent.org/title-i-part-d-data-context-and-methodology>.

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Title I, Part D, Subpart 1

Students Served by Title I, Part D, Subpart 1

The U.S. Department of Education (ED) provides Title I, Part D, Subpart 1 (Subpart 1) funds to State education agencies for distribution to State agencies as supplemental funding for the education of youth who are neglected or delinquent (see exhibit 1.1). In school year (SY) 2012–13, \$49 million was distributed for Subpart 1 programs operated by State agencies in the 50 States; Washington, DC; and Puerto Rico.

Exhibit 1.1 Number of Students and Average Length of Stay While in Subpart 1 Programs

Program Type	Number and Percentage of Students	Average Length of Stay (in Months)
Subpart 1 Overall	90,262 (100%)	4.5
Juvenile Detention	23,188 (26%)	2.0
Juvenile Corrections	35,312 (39%)	5.0
Adult Corrections	24,990 (28%)	5.8
Neglect Programs	5,099 (6%)	6.1
Other Programs	1,673 (2%)	5.1

Note: Due to rounding, percentages may not total 100%.

Performance of Long-Term Students in Reading and Mathematics in Subpart 1

Exhibit 1.2 Academic Status Upon Entry Into Subpart 1 Programs

Long-Term Students^{1,1} Who Tested Below Grade Level Upon Entry

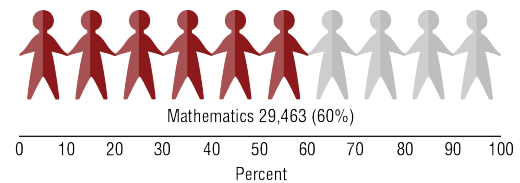
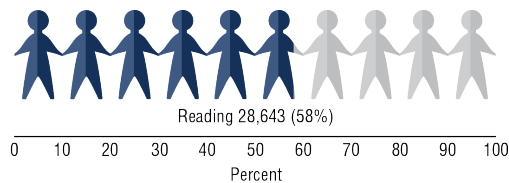
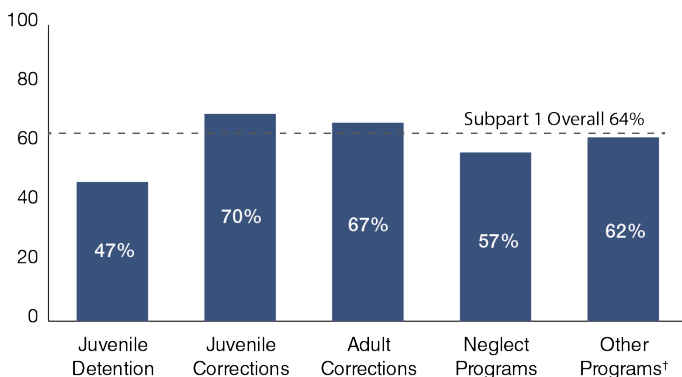
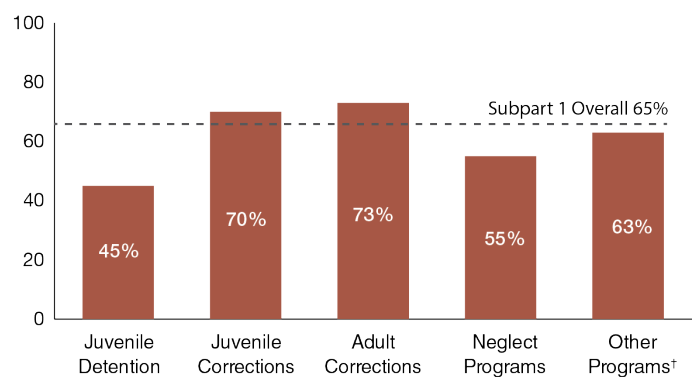


Exhibit 1.3 Academic Progress While in Subpart 1 Programs

Long-Term Students Who Showed Improvement on Pre-Post Assessments: Reading



Long-Term Students Who Showed Improvement on Pre-Post Assessments: Mathematics



[†]Percentages are based on data from 10 or fewer States.

Of the long-term students with available data, 16,928 (64%) improved from their pretest assessment to their posttest assessment in reading and 17,055 (65%) improved in mathematics while enrolled in a Subpart 1 program (see exhibit 1.3). However, many long-term students did not have complete pre-post assessment data. Of the 49,109 long-term students, 26,307 (54%) had complete pre-post assessment data in reading and 26,084 (53%) had complete pre-post assessment data in mathematics. As a result, information on academic progress was not available for all long-term students.

^{1,1} Long-term students are those who were enrolled in a program for 90 consecutive calendar days or longer.

Academic and Vocational Outcomes Achieved by Students Served by Subpart 1

In SY 2012–13, academic and vocational outcomes were collected for students while they were in the facility or program and after exit. Exhibit 1.4 presents the academic and vocational outcomes that students achieved while residing or enrolled in a Subpart 1–funded facility or program.

Exhibit 1.4 Academic and Vocational Outcomes of Students Residing or Enrolled in Subpart 1–Funded Facilities or Programs

Academic and Vocational Outcomes (in Facility)	Subpart 1 Overall	Juvenile Detention	Juvenile Corrections	Adult Corrections	Neglect Programs	Other Programs
Earned High School Course Credits (ages 13–21)*	33,941 (58%)*	37%	71%	8%	62%	69%†
Enrolled in GED Program (ages 14–21)	18,902 (23%)	11%	10%	55%	4%	10%†
Enrolled in Local District School (ages 6–21)	15,344 (18%)	21%	25%	<0.5%	43%	22%†
Accepted or Enrolled Into Postsecondary Education (ages 16–21)	2,070 (3%)	2%	5%	2%	3%	4%†
Enrolled in Job Training (ages 16–21)	14,218 (21%)	14%	31%	15%	2%	56%†
Obtained Employment (ages 14–21)	3,375 (4%)	<0.5%	7%	4%	1%	5%†

*The Subpart 1 overall total for earned high school course credits does not include adult corrections.

†Percentages are based on data from 10 or fewer States.

The academic outcomes presented in exhibit 1.5 are considered one-time outcomes. Earning a GED or high school diploma can occur only once for each student. These outcomes are reported across both time periods, in the facility and after exit.

Exhibit 1.5 One-Time Academic Outcomes in Facility and After Exit

Academic Outcomes (One-Time Outcomes)	Subpart 1 Overall	Juvenile Detention	Juvenile Corrections	Adult Corrections	Neglect Programs	Other Programs
Earned a GED or Obtained High School Diploma (ages 16–21)	10,144 (15%)	10%	18%	15%	12%	16%†

†Percentages are based on data from 10 or fewer States.

Note: Outcome percentages are estimates and reflect the number of age-eligible students for each outcome. For more information on the age eligibility of students and the number of students in each age category, refer to the NDTAC Title I, Part D data information Web page at <http://www.neglected-delinquent.org/title-i-part-d-data-context-and-methodology>.

Characteristics of Students Served by Subpart 1

The characteristics of students served are broken down by program type, age, gender, and race/ethnicity in exhibits 1.6–1.8. The total number of students per characteristic may not align with the totals in exhibit 1.1 due to unreported data.

Exhibit 1.6 Gender Distribution by Program Type

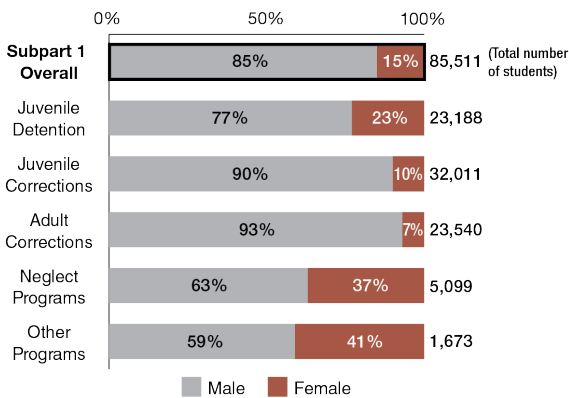
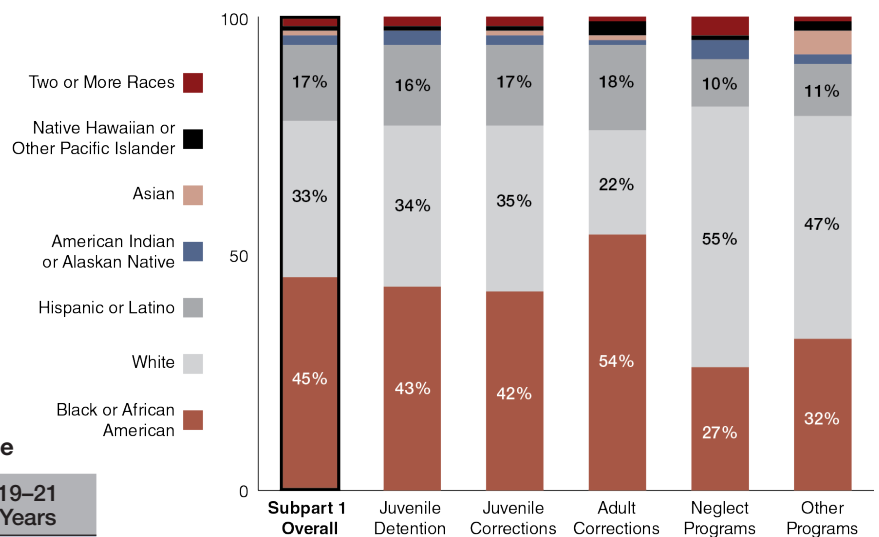


Exhibit 1.8 Racial/Ethnic Distribution by Program Type



Note: Due to rounding, percentages may not total 100%.

Exhibit 1.7 Age Distribution by Program Type

Program Type	3–10 Years	11–13 Years	14–18 Years	19–21 Years
Subpart 1 Overall	735 (1%)	2,843 (3%)	58,366 (68%)	23,565 (28%)
Juvenile Detention	1%	5%	88%	6%
Juvenile Corrections	<0.5%	2%	89%	9%
Adult Corrections	0%	0%	19%	81%
Neglect Programs	8%	14%	73%	5%
Other Programs	6%	10%	77%	7%

Note: Due to rounding, percentages may not total 100%.

New Data Indicators for SY 2012–13

In SY 2012–13, the data collection was expanded to include academic and vocational outcomes for students after leaving a facility or program as well as to include three new indicators. The academic and vocational outcomes presented in exhibit 1.9 were achieved by students up to 90 days after exiting Subpart 1–funded facilities or programs. Many facilities and programs were unable to track student outcome data after exit due to State laws or lack of resources to do so.

Exhibit 1.9 Academic and Vocational Outcomes of Students up to 90 Days After Exit From Subpart 1–Funded Facilities or Programs

Academic and Vocational Outcomes (After Exit)	Subpart 1 Overall	Juvenile Detention	Juvenile Corrections	Adult Corrections	Neglect Programs	Other Programs
Earned High School Course Credits (ages 13–21)*	6,312 (21%)*	24% [†]	19%	4%	22% [†]	17% [†]
Enrolled in GED Program (ages 14–21)	1,872 (5%)	8% [†]	3%	6%	1% [†]	5% [†]
Enrolled in Local District School (ages 6–21)	8,418 (15%)	24%	16%	2%	24%	20% [†]
Accepted or Enrolled Into Postsecondary Education (ages 16–21)	964 (2%)	2% [†]	3%	2%	3% [†]	<0.5% [†]
Enrolled in Job Training (ages 16–21)	4,073 (14%)	45% [†]	9%	7%	1% [†]	63% [†]
Obtained Employment (ages 14–21)	1,844 (4%)	<0.5% [†]	4%	8%	2% [†]	13% [†]

*The Subpart 1 overall total for earned high school course credits does not include adult corrections.

[†]Percentages are based on data from 10 or fewer States.

Note: Outcome percentages are estimates and reflect the number of age-eligible students for each outcome. For more information on the age eligibility of students and the number of students in each age range, refer to the NDTAC Title I, Part D data information Web page at <http://www.neglected-delinquent.org/title-i-part-d-data-context-and-methodology>.

The three new indicators added to the Title I, Part D data collection included students with disabilities, students with limited English proficiency (LEP), and students receiving transition services. States reported that more than one-quarter (29%) of students served by Subpart 1 programs and facilities had a disability, as defined by the Individuals with Disabilities Education Act (IDEA) (see exhibit 1.10). A small portion (2%) of students had LEP (see exhibit 1.11). Almost half (46%) of the students served by Subpart 1 programs and facilities received transition services^{1,3} that addressed further schooling and/or employment (see exhibit 1.12).

Exhibit 1.11 Students With Limited English Proficiency (LEP) by Program Type^{1,2}

Program Type	Percentage of Students With LEP
Subpart 1 Overall	2%
Juvenile Detention	1%
Juvenile Corrections	3%
Adult Corrections	2%
Neglect Programs	1%
Other Programs	5%

Exhibit 1.10 Students With Disabilities by Program Type^{1,2}

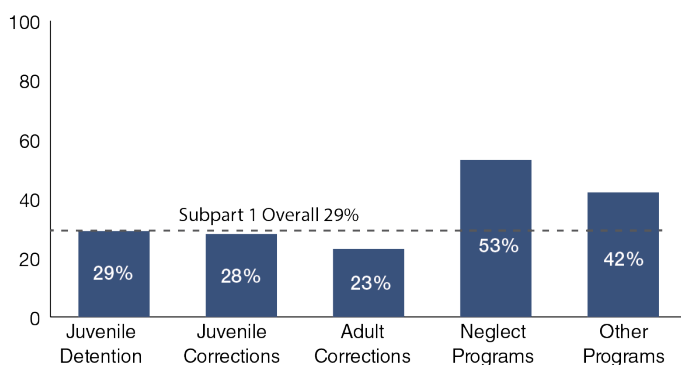
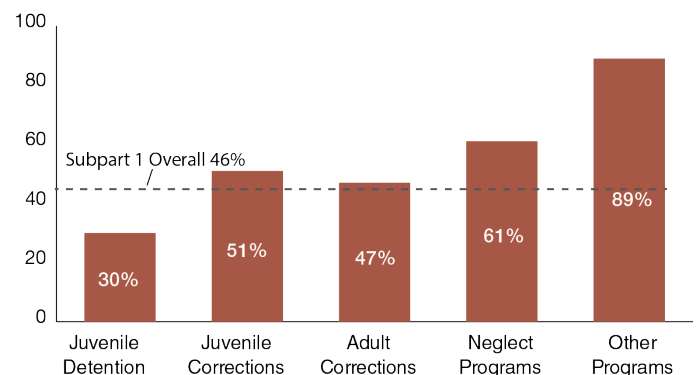


Exhibit 1.12 Students Receiving Transition Services by Program Type^{1,2}



^{1,2} The percentages throughout this section reflect the total number of students as reported by program type in exhibit 1.1.

^{1,3} Transition services include services specifically focused on further education, schooling, or vocational training and employment so that students can return to and be productive in their communities.

Title I, Part D, Subpart 2

Students Served by Title I, Part D, Subpart 2

The U.S. Department of Education (ED) provides Title I, Part D, Subpart 2 (Subpart 2) funds to State education agencies for distribution to local education agencies as additional funding for the education of youth who are neglected, delinquent, or at-risk (see exhibit 2.1). In school year (SY) 2012–13, \$134.8 million was distributed for Subpart 2 programs operated by local education agencies in 46 States.

Exhibit 2.1 Number of Students and Average Length of Stay While in Subpart 2 Programs

Program Type	Number and Percentage of Students	Average Length of Stay (in Months)
Subpart 2 Overall	311,503 (100%)	2.6
Juvenile Detention	179,244 (58%)	1.6
Juvenile Corrections	54,839 (18%)	3.8
Neglect Programs	26,454 (8%)	4.0
At-Risk Programs	49,327 (16%)	3.8
Other Programs	1,639 (1%)	4.3

Note: Due to rounding, percentages may not total 100%.

Performance of Long-Term Students in Reading and Mathematics in Subpart 2

Exhibit 2.2 Academic Status Upon Entry Into Subpart 2 Programs

Long-Term Students^{2.1} Who Tested Below Grade Level Upon Entry

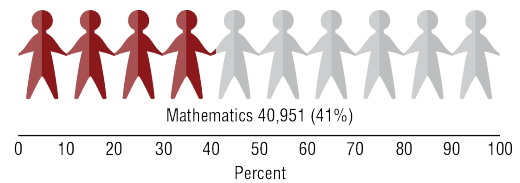
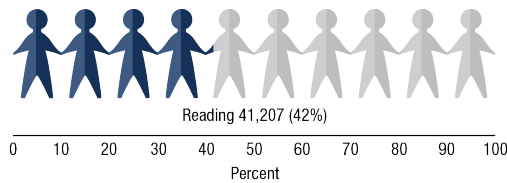
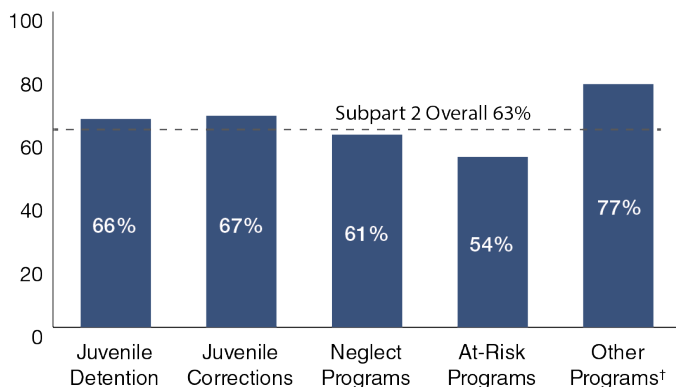
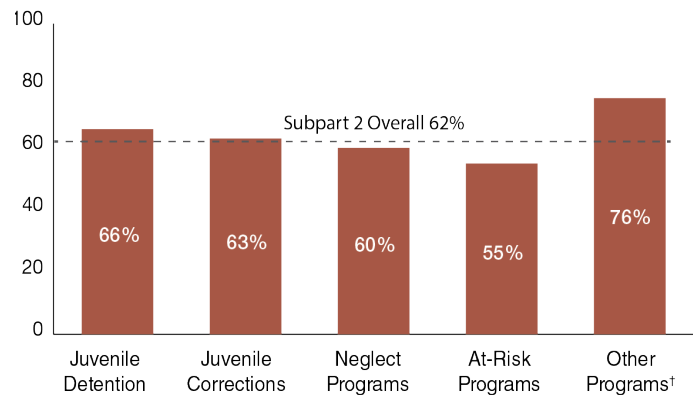


Exhibit 2.3 Academic Progress While in Subpart 2 Programs

Long-Term Students Who Showed Improvement on Pre-Post Assessments: Reading



Long-Term Students Who Showed Improvement on Pre-Post Assessments: Mathematics



[†] Percentages are based on data from 10 or fewer States.

Of the long-term students with available data, 25,099 (63%) improved from their pretest assessment to their posttest assessment in reading and 23,424 (62%) improved in mathematics while enrolled in a Subpart 2 program (see exhibit 2.3). However, many long-term students did not have complete pre-post assessment data. Of the 99,336 long-term students, 39,651 (40%) had complete pre-post assessment data in reading and 37,664 (38%) had complete pre-post assessment data in mathematics. As a result, information on academic progress was not available for all long-term students.

^{2.1} Long-term students are those who were enrolled in a program for 90 consecutive calendar days or longer.

Academic and Vocational Outcomes Achieved by Students Served by Subpart 2

In SY 2012–13, the academic and vocational outcomes were collected for students while they were in the facility or program and after exit. Exhibit 2.4 presents the academic and vocational outcomes that students achieved while residing or enrolled in a Subpart 2–funded facility or program.

Exhibit 2.4 Academic and Vocational Outcomes of Students Residing or Enrolled in Subpart 2–Funded Facilities or Programs

Academic and Vocational Outcomes (in Facility)	Subpart 2 Overall	Juvenile Detention	Juvenile Corrections	Neglect Programs	At-Risk Programs	Other Programs
Earned High School Course Credits (ages 13–21)	141,055 (48%)	43%	47%	56%	66%	57%
Enrolled in GED Program (ages 14–21)	14,516 (5%)	6%	6%	2%	2%	19%
Enrolled in Local District School (ages 6–21)	108,633 (35%)	35%	34%	39%	34%	17%
Accepted or Enrolled Into Postsecondary Education (ages 16–21)	3,203 (2%)	1%	2%	3%	3%	3%
Enrolled in Job Training (ages 16–21)	14,387 (8%)	8%	8%	10%	7%	15%
Obtained Employment (ages 14–21)	5,148 (2%)	1%	2%	3%	3%	4%

Exhibit 2.5 presents one-time outcomes. Earning a GED or high school diploma can occur only once for each student. These outcomes are combined and reported across both time periods, in the facility and after exit.

Exhibit 2.5 One-Time Academic Outcomes in Facility and After Exit

Academic Outcomes (One-Time Outcomes)	Subpart 2 Overall	Juvenile Detention	Juvenile Corrections	Neglect Programs	At-Risk Programs	Other Programs
Earned a GED or Obtained High School Diploma (ages 16–21)	14,457 (8%)	6%	8%	8%	14%	17%

Note: Outcome percentages are estimates and reflect the number of age-eligible students for each outcome. For more information on the age eligibility of students and the number of students in each age range, refer to the NDTAC Title I, Part D data information Web page at <http://www.neglected-delinquent.org/title-i-part-d-data-context-and-methodology>.

Characteristics of Students Served by Subpart 2

The characteristics of students served are broken down by program type, age, gender, and race/ethnicity in exhibits 2.6–2.8. The total number of students per characteristic may not align with the totals in exhibit 2.1 due to unreported data.

Exhibit 2.6 Gender Distribution by Program Type

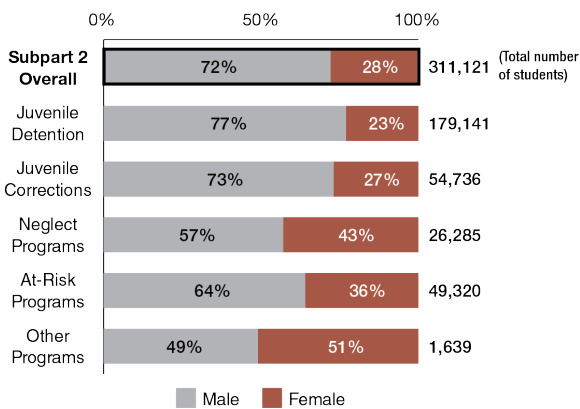


Exhibit 2.8 Racial/Ethnic Distribution by Program Type

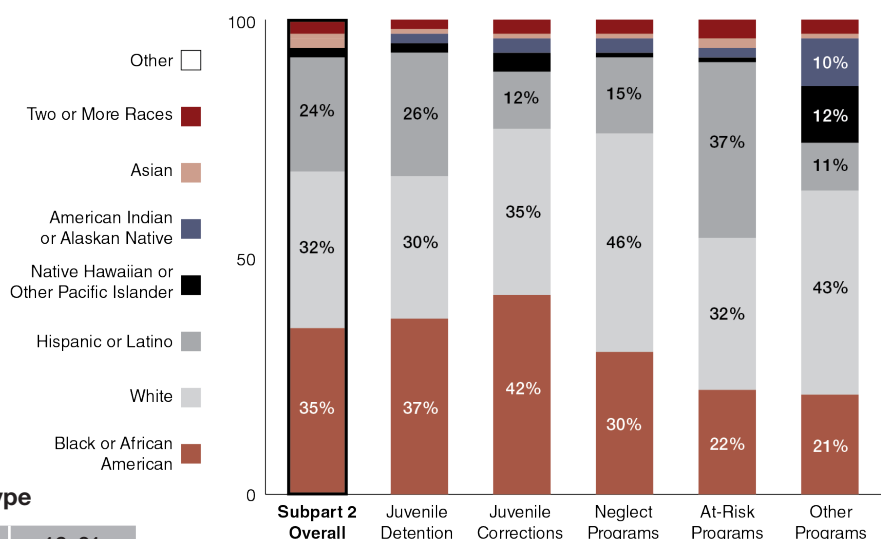


Exhibit 2.7 Age Distribution by Program Type

Program Type	3–10 Years	11–13 Years	14–18 Years	19–21 Years
Subpart 2 Overall	7,703 (2%)	27,597 (9%)	262,559 (84%)	12,974 (4%)
Juvenile Detention	1%	8%	88%	4%
Juvenile Corrections	1%	9%	86%	4%
Neglect Programs	12%	17%	69%	2%
At-Risk Programs	6%	9%	79%	6%
Other Programs	3%	9%	76%	13%

Note: Due to rounding, percentages may not total 100%.

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New Data Indicators for SY 2012–13

In SY 2012–13, the data collection was expanded to include academic and vocational outcomes for students after leaving a facility or program as well as to include three new indicators. The academic and vocational outcomes presented in exhibit 2.9 were achieved by students up to 90 days after exiting Subpart 2–funded facilities or programs. Many facilities and programs were unable to track student outcome data after exit due to State laws or lack of resources to do so.

Exhibit 2.9 Academic and Vocational Outcomes of Students up to 90 Days After Exit From Subpart 2–Funded Facilities or Programs

Academic and Vocational Outcomes (After Exit)	Subpart 2 Overall	Juvenile Detention	Juvenile Corrections	Neglect Programs	At-Risk Programs	Other Programs
Earned High School Course Credits (ages 13–21)	34,912 (17%)	15%	17%	24%	28%	8%†
Enrolled in GED Program (ages 14–21)	2,364 (1%)	1%	1%	1%	2%	10%†
Enrolled in Local District School (ages 6–21)	66,300 (28%)	32%	22%	25%	25%	23%
Accepted or Enrolled Into Postsecondary Education (ages 16–21)	1,333 (1%)	1%	1%	2%	3%	2%†
Enrolled in Job Training (ages 16–21)	3,024 (3%)	3%	2%	3%	2%	2%†
Obtained Employment (ages 14–21)	3,532 (2%)	2%	2%	2%	4%	7%

†Percentages are based on data from 10 States or fewer.

Note: Outcome percentages are estimates and reflect the number of age-eligible students for each outcome. For more information on the age eligibility of students and the number of students in each age range, refer to the NDTAC Title I, Part D data information Web page at <http://www.neglected-delinquent.org/title-i-part-d-data-context-and-methodology>.

The three new indicators added to the Title I, Part D data collection included: students with disabilities, students with limited English proficiency (LEP), and students receiving transition services. States reported that about one-fifth (18%) of students served by Subpart 2 programs and facilities had a disability, as defined by the Individuals With Disabilities Education Act (IDEA) (see exhibit 2.10). A small portion (2%) of students had LEP (see exhibit 2.11). Almost half (47%) of the students served by Subpart 2 programs and facilities received transition services^{2,3} that address further schooling and/or employment (see exhibit 2.12).

Exhibit 2.11 Students With Limited English Proficiency (LEP) by Program Type^{2,2}

Program Type	Percentage of Students With LEP
Subpart 2 Overall	2%
Juvenile Detention	2%
Juvenile Corrections	2%
Neglect Programs	2%
At-Risk Programs	2%
Other Programs	1%

Exhibit 2.10 Students With Disabilities by Program Type^{2,2}

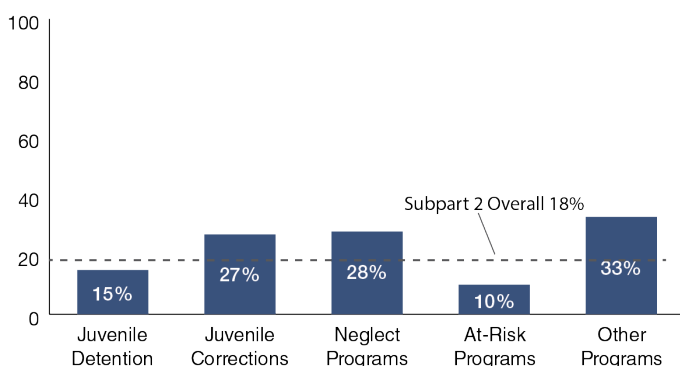
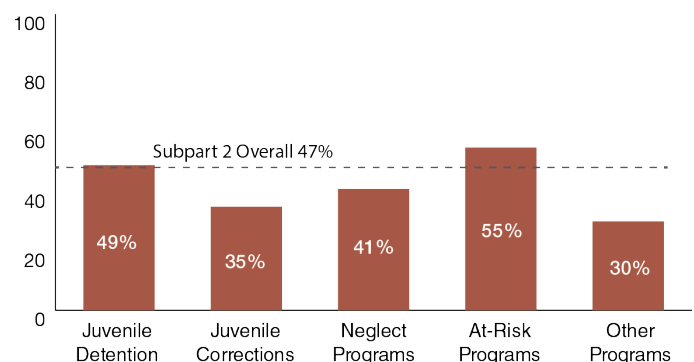


Exhibit 2.12 Students Receiving Transition Services by Program Type^{2,2}



^{2,2} The percentages throughout this section reflect the total number of students as reported by program type in exhibit 2.1.

^{2,3} Transition services include services specifically focused on further education, schooling, or vocational training and employment so that students can return to and be productive in their communities.



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for the Education of Children and Youth Who Are Neglected, Delinquent, or At-Risk

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