



FAST FACTS

NDTAC's Fast Facts Web pages present national and State longitudinal data on funding, program types, and student demographics for children and youth who are neglected, delinquent or at-risk and enrolled in Title I, Part D, Subpart 1 and Subpart 2 programs. For State data on academic and vocational outcomes and pre-posttest assessment results, visit eddataexpress.ed.gov or [download Texas's CSPR](#).

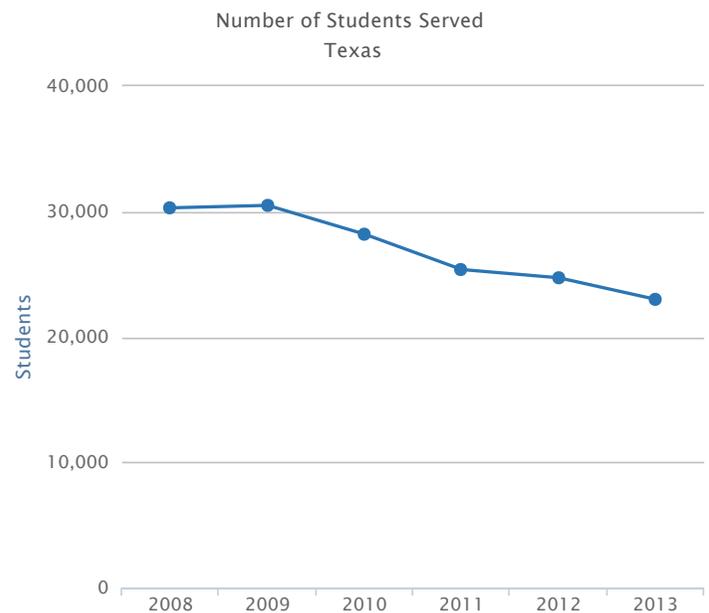
TEXAS: SUBPART 2

I. Funding, Programs, and Students

Title I, Part D, Subpart 2 provides supplemental funds for education programs for youth who are neglected, delinquent or at-risk. Subpart 2 funds are awarded directly to State education agencies, which then award subgrants to local education agencies.

Funding Allocation, Number of Programs and Students Served

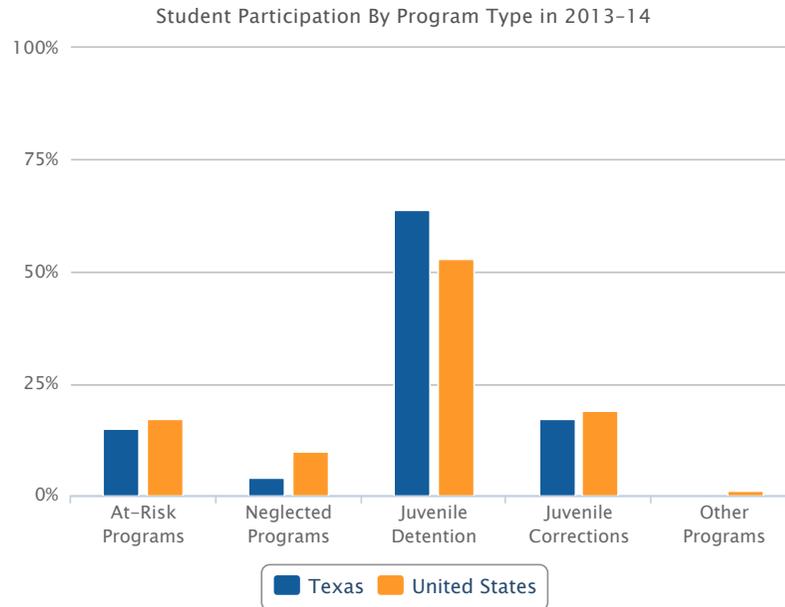
Program Information	2011-12	2012-13	2013-14
Subpart 2 Funding			
United States	\$141,743,122	\$134,843,288	\$123,153,455
Texas	\$10,528,420	\$10,001,999	\$9,026,805
Number of Programs			
United States	2,489	2,525	2,226
Texas	106	114	119
Number of Students Served			
United States	329,280	311,503	298,182
Texas	25,371	24,713	22,992



II. Program Types

States may use Subpart 2 funds to assist educational programs for youth who are neglected and programs for youth in juvenile detention, juvenile corrections, and at-risk programs.

Programs for youth who are neglected serve youth placed in public or private residential facilities due to abandonment, neglect, or the death of their parents or guardians. Programs for youth who are delinquent serve youth in public or private institutions (e.g., detention or corrections facilities) who have been adjudicated delinquent or who are otherwise in need of supervision. At-risk programs target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.



Student Participation by Program Type

Program Types	Texas						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
At-Risk Programs	0	0%	0	0%	3,366	15%	54,765	17%	49,327	16%	50,039	17%
Neglected Programs	0	0%	0	0%	880	4%	27,362	8%	26,454	8%	29,100	10%
Juvenile Detention	25,371	100%	24,713	100%	14,781	64%	187,474	57%	179,244	58%	159,281	53%
Juvenile Corrections	0	0%	0	0%	3,965	17%	56,942	17%	54,839	18%	56,785	19%
Other Programs	0	0%	0	0%	0	0%	2,737	1%	1,639	1%	2,977	1%

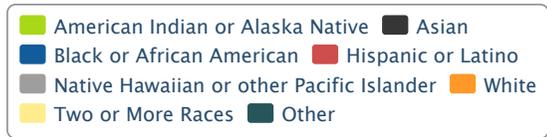
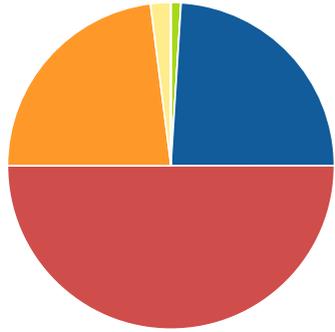
III. Students Served

All State education agencies must provide data to the U.S. Department of Education (ED) on the students served in Part D programs, including information on gender, race/ethnicity, age, and disability and Limited English Proficiency (LEP) status.

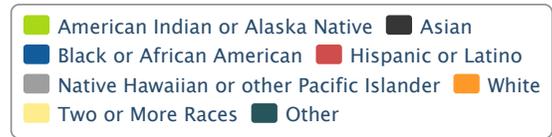
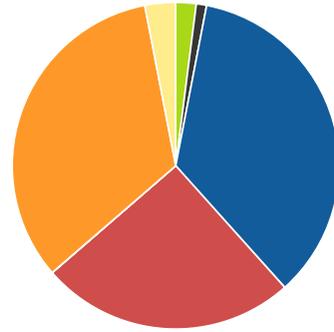
Demographics

Nationally, in school year (SY) 2013–14, the majority (84 percent) of students benefitting from Title I, Part D funds in local education agency programs were between the ages of 14 and 18, followed by 11–13-year-olds (9 percent), 19–21-year-olds (4 percent) and students under the age of 11 (3 percent). Students were predominantly male (73 percent). These percentages reflect the national trends in age and gender also observed in SY 2011–12 and 2012–13. The racial/ethnic makeup of students in Title I, Part D, Subpart 2 in SY 2013–14 across the nation and in Texas is presented below.

Student Participation by Race/Ethnicity in 2013-14
Texas



Student Participation by Race/Ethnicity in 2013-14
United States



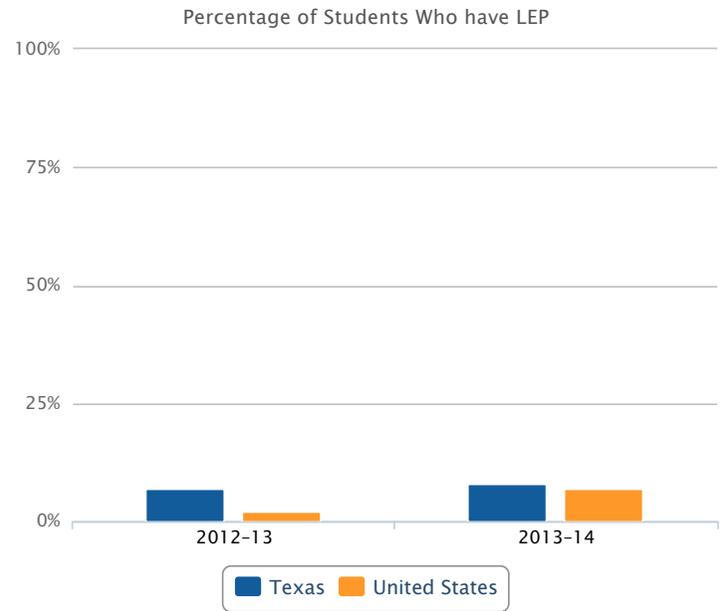
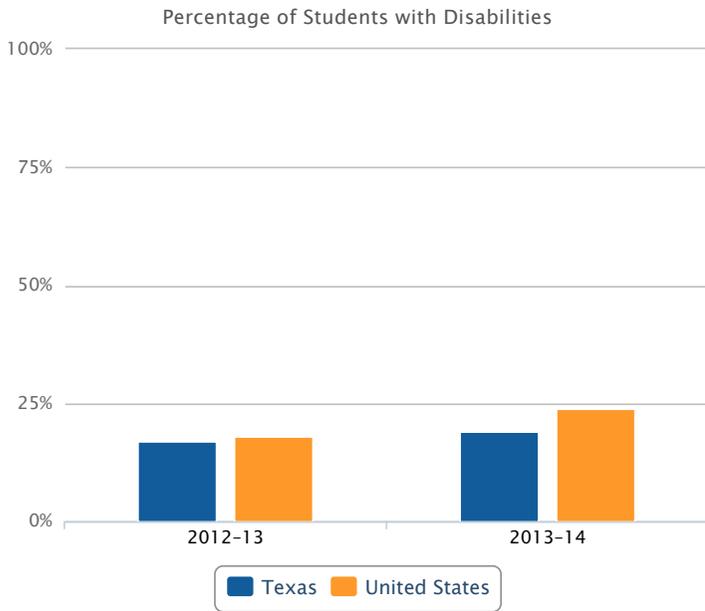
Student Participation by Race/Ethnicity

Race/Ethnicity	Texas						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
American Indian or Alaska Native	187	1%	156	1%	210	1%	7,487	2%	7,099	2%	6,563	2%
Asian	120	0%	105	0%	91	0%	3,607	1%	2,915	1%	2,513	1%
Black or African American	5,733	23%	6,118	25%	5,448	24%	112,136	34%	108,730	35%	105,308	35%
Hispanic or Latino	12,032	47%	11,636	47%	11,562	50%	83,308	25%	75,869	24%	73,734	25%
Native Hawaiian or other Pacific Islander	16	0%	19	0%	22	0%	1,679	1%	6,974	2%	972	0%
White	6,721	26%	6,315	26%	5,283	23%	111,750	34%	101,121	32%	99,424	33%
Two or More Races	562	2%	364	1%	376	2%	7,730	2%	8,513	3%	9,219	3%
Other	0	0%	0	0%	0	0%	1,564	0%	91	0%	0	0%
Total	25,371	100%	24,713	100%	22,992	100%	329,261	100%	311,312	100%	297,733	100%

States may not have provided racial/ethnic data for every student. Therefore, the number of students by race/ethnicity may be lower than the number of students served. Due to rounding, percentages may not total to 100%.

Student Subgroups

As of SY 2012-13, States began reporting data on the number of students with disabilities and the number of students who have LEP. The identification of these students should align with the State classification for Individuals with Disabilities Education Act (IDEA) for students with disabilities and with Title III of the Elementary and Secondary Education Act for students who have LEP.



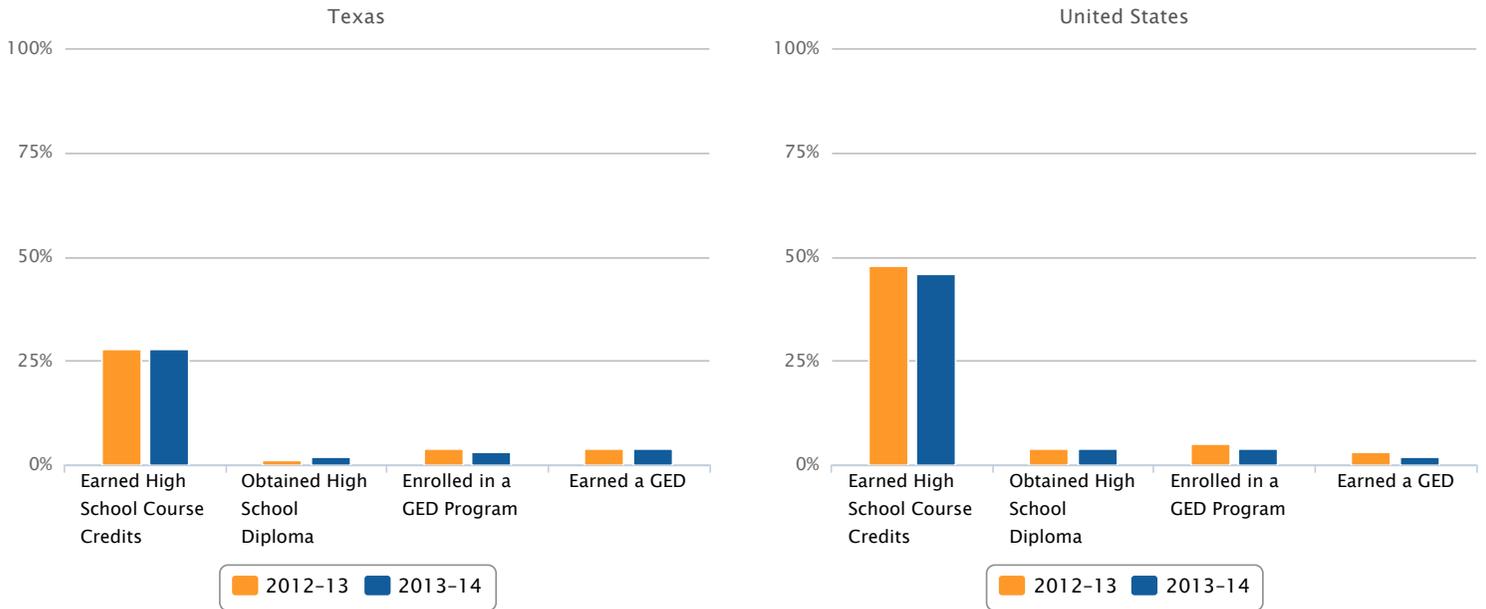
Student Participation by Subgroup

Student Subgroups	Texas				United States			
	2012-13		2013-14		2012-13		2013-14	
Students with Disabilities	4,281	17%	4,479	19%	54,600	18%	71,680	24%
LEP Students	1,661	7%	1,886	8%	5,496	2%	19,564	7%

IV. Academic Outcomes

All State education agencies must report on a series of academic and vocational outcomes attained by students enrolled in programs that receive Title I, Part D funds. The figures below feature four of the key performance measures: earning high school course credits, obtaining a high school diploma, enrolling in a GED program and earning a GED. These figures reflect the percentage of age-eligible students who attain these outcomes while enrolled in, or shortly after leaving, an educational program funded by Title I, Part D, Subpart 2.

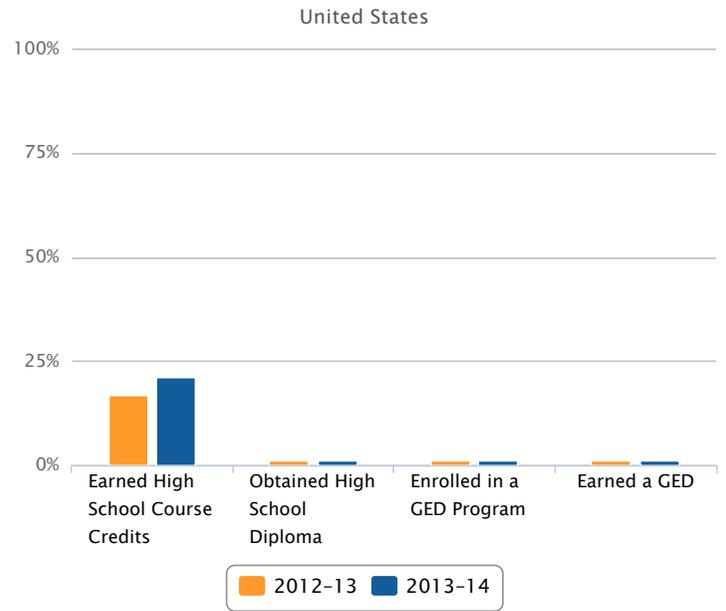
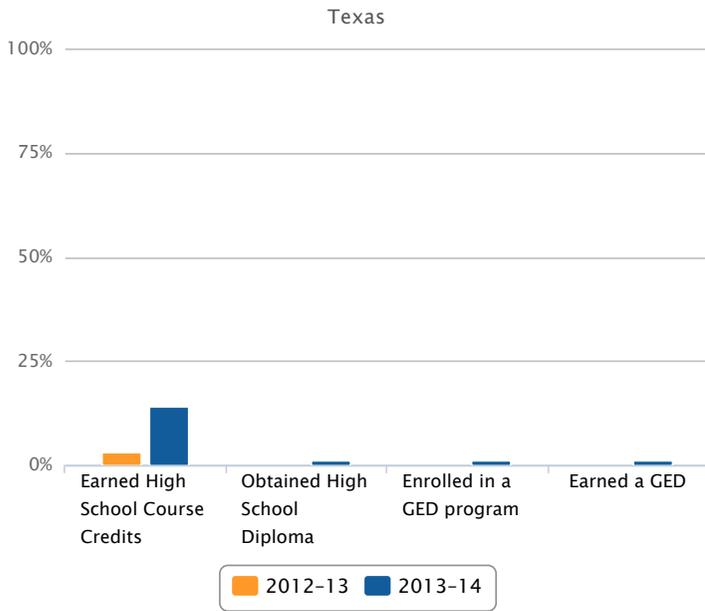
Academic Outcomes Achieved While in Facility



Academic Outcomes Achieved While in Facility

Academic Outcomes	Texas				United States			
	2012-13		2013-14		2012-13		2013-14	
Earned High School Course Credits (ages 13-21)	6,520	28%	5,868	28%	141,055	48%	119,012	46%
Obtained High School Diploma (ages 16-21)	163	1%	194	2%	6,673	4%	6,731	4%
Enrolled in a GED Program (ages 14-21)	899	4%	651	3%	14,516	5%	11,230	4%
Earned a GED (ages 16-21)	465	4%	364	4%	4,908	3%	3,638	2%

Academic Outcomes Achieved within 90 Days after Exit



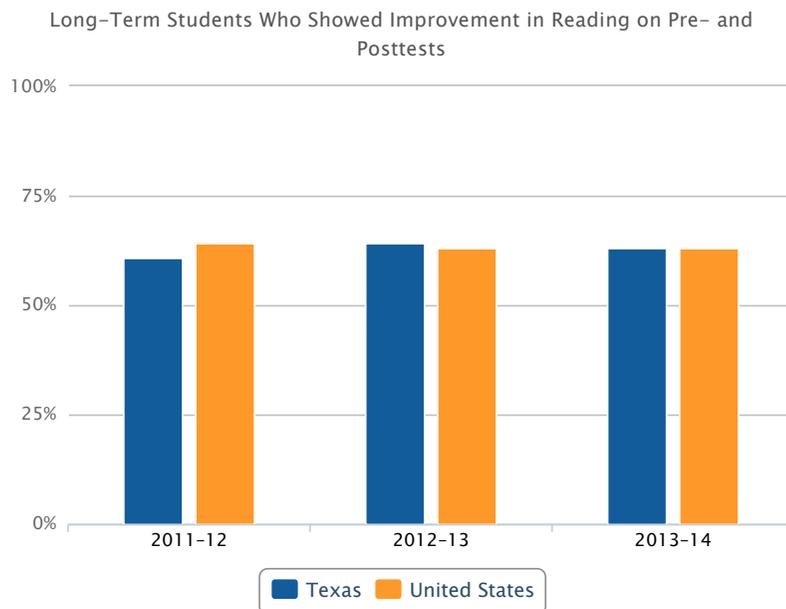
Academic Outcomes Achieved within 90 Days after Exit

Academic Outcomes	Texas				United States			
	2012-13		2013-14		2012-13		2013-14	
Earned High School Course Credits (ages 13-21)	639	3%	2,900	14%	34,912	17%	41,801	21%
Obtained High School Diploma (ages 16-21)	47	0%	109	1%	1,531	1%	2,308	1%
Enrolled in a GED Program (ages 14-21)	91	0%	167	1%	2,364	1%	2,402	1%
Earned a GED (ages 16-21)	38	0%	82	1%	1,345	1%	950	1%

V. Academic Performance: Reading and Mathematics

ED requires that States report the pre- and posttest performances in reading and mathematics of long-term students who were enrolled in a program for 90 consecutive calendar days or longer. All State education agencies provide data on the progress (i.e., grade-level change) that long-term students demonstrate on pre- and posttests in reading and mathematics.

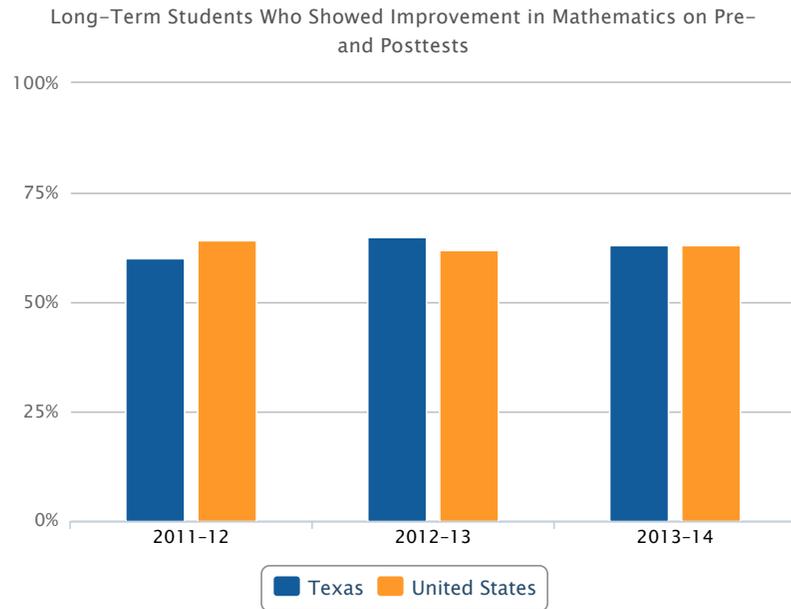
Reading



Performance of Long-Term Students in Reading on Pre- and Posttests

Reading Pre- and Posttest Data	Texas						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
Long-Term Students	4,212		4,412		4,884		101,470		99,336		81,026	
Long-Term Students with Complete Pre-Posttest Data	2,760		2,384		2,797		43,523		39,651		37,247	
Long-Term Students who Showed Negative Change from Pre- to Posttest	369	13%	375	16%	578	21%	7,679	18%	6,876	17%	6,716	18%
Long-Term Students who Showed No Change from Pre- to Posttest	708	26%	475	20%	465	17%	7,782	18%	7,676	19%	7,181	19%
Students who Showed Improvement from Pre- to Posttest	1,683	61%	1,534	64%	1,754	63%	28,062	64%	25,099	63%	23,350	63%

Mathematics



Performance of Long-Term Students in Mathematics on Pre- and Posttests

Mathematics Pre- and Posttest Data	Texas						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
Long-Term Students	4,212		4,412		4,884		101,470		99,336		83,578	
Long-Term Students with Complete Pre-Posttest Data	2,803		2,457		2,773		42,381		37,664		38,720	
Long-Term Students who Showed Negative Change from Pre- to Posttest	353	13%	326	13%	506	18%	7,350	17%	6,531	17%	6,665	17%
Students who Showed No Change from Pre- to Posttest	762	27%	528	21%	531	19%	7,980	19%	7,709	20%	7,724	20%
Long-Term Students who Showed Improvement from Pre- to Posttest	1,688	60%	1,603	65%	1,736	63%	27,051	64%	23,424	62%	24,331	63%

State Notes

There are no notes about Texas's data

Definitions and Presentation of Data

Age-eligible: This term refers to the age range of students who could reasonably be expected to achieve a given outcome. For example, the age-eligible range for earning a high school diploma or GED is 16- to 21-years old. ED uses ranges for each outcome intended to capture the majority of students served across the country, but eligibility ranges may vary from State to State.

At-Risk programs: Programs operated (through local education agencies) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

Juvenile detention: A juvenile detention facility 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 that provides care to children after commitment.

Juvenile corrections: A juvenile corrections institution is a public or private residential facility, other than a foster home, for children and youth who are delinquent. This type of facility offers care for children and youth who have been adjudicated delinquent or are in need of supervision.

Long-term: Students who are enrolled in a program for 90 consecutive calendar days or longer.

Neglected programs: Neglected programs offer care to children and youth who are neglected. These programs are conducted in public or private residential facilities, other than a foster home, that are operated primarily for the care of children who have been committed to the institution or voluntarily placed there under applicable State law due to abandonment, neglect, or death of their parents or guardians.

Data Sources

U.S. Department of Education, Budget Office

- Title I, Part D, Subpart 1 Allocations
 - FY 2011: See State Funding History Tables (posted November 15, 2013) at <http://www2.ed.gov/about/overview/budget/history/index.html> (as of May 19, 2014).
 - FY 2012: See State Funding History Tables (posted May 1, 2014) at <http://www2.ed.gov/about/overview/budget/history/index.html> (as of May 20, 2014).
 - FY 2013: See State Funding History Tables (posted February 13, 2015) at <http://www2.ed.gov/about/overview/budget/history/index.html> (as of August 20, 2015).
- Title I, Part D, Subpart 2 Allocations
 - FY 2011: <http://www2.ed.gov/about/overview/budget/titlei/fy11/index.html>
 - FY 2012: <http://www2.ed.gov/about/overview/budget/titlei/fy12/index.html>
 - FY 2013: <http://www2.ed.gov/about/overview/budget/titlei/fy13/index.html>

U.S. Department of Education, Data Office

- **CSPR for State Formula Grant Programs Under the Elementary and Secondary Education Act, as Amended by the No Child Left Behind Act of 2001: 2011–12, 2012–13, and 2013–14.** Data submitted by States to ED's Office of Student Achievement and School Accountability.

Additional data summaries related to the Title I, Part D program can be found on the following Web pages:

- ED's [Consolidated State Performance Report \(CSPR\)](#) Web page
- ED's [ED Data Express](#) Web Site
- NDTAC's [National and State Reports & Summaries](#) tab

Data Presentation

For more information on Title I, Part D data context and methodology, please see the [NDTAC Title I, Part D data information Web page](#). Some of the values that appear on the State Fast Facts pages may not fully align with the values reported in the CSPR. NDTAC provides extensive technical assistance to Title I, Part D programs and has in some instances clarified data based on information provided directly from States. Because of this and differing analytic approaches, NDTAC's Fast Facts pages may not fully align with the raw data in the data sources.



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