



# 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](http://eddataexpress.ed.gov) or [download Nebraska's CSPR](#).

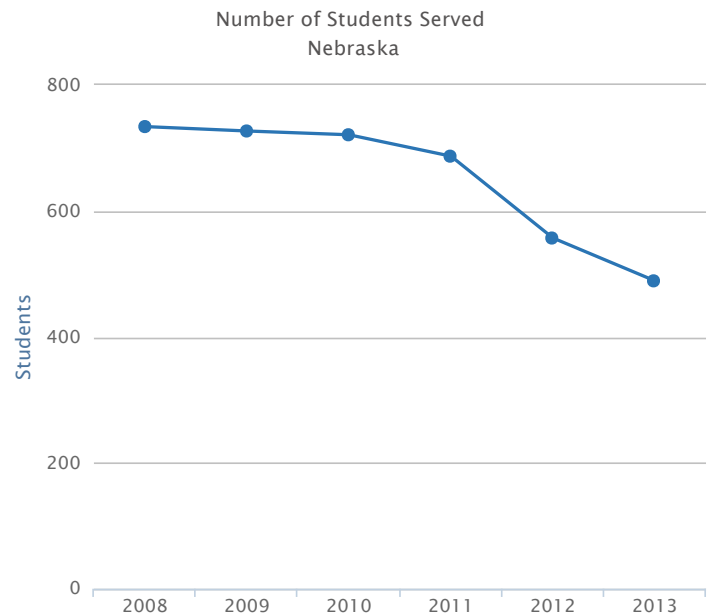
## NEBRASKA: SUBPART 1

### I. Funding, Programs, and Students

Title I, Part D, Subpart 1 provides supplemental funds for education programs for youth who are neglected or delinquent. Subpart 1 funds are awarded directly to State education agencies, which then award subgrants to State agencies.

#### Funding Allocation, Number of Programs and Students Served

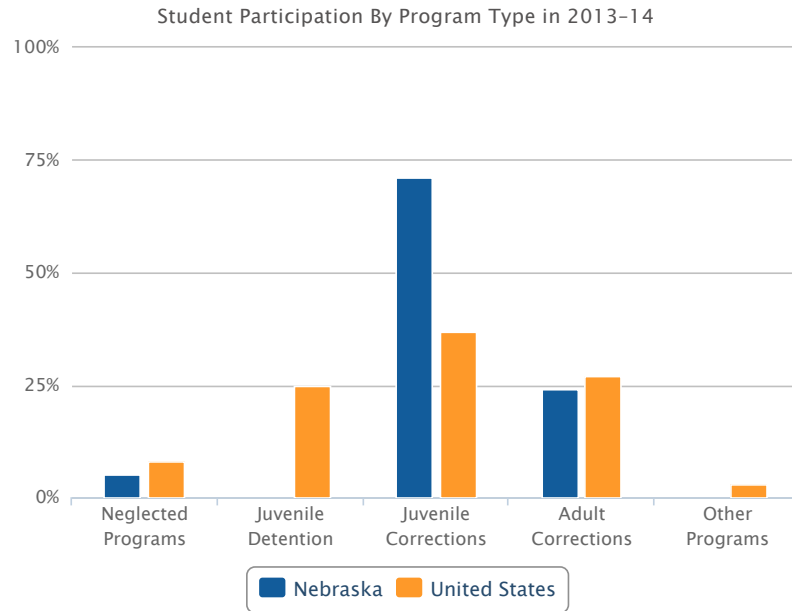
Program Information	2011-12	2012-13	2013-14
<b>Subpart 1 Funding</b>			
United States	\$49,067,993	\$48,975,112	\$46,423,741
Nebraska	\$318,390	\$410,634	\$334,619
<b>Number of Programs</b>			
United States	727	676	717
Nebraska	5	5	5
<b>Number of Students Served</b>			
United States	98,495	90,262	84,718
Nebraska	687	557	489



## II. Program Types

States may use Subpart 1 funds to assist educational programs for youth who are neglected and programs for youth in juvenile detention, juvenile corrections, and adult corrections facilities.

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.



### Student Participation by Program Type

Program Types	Nebraska						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
<b>Neglected Programs</b>	28	4%	27	5%	24	5%	5,223	5%	5,099	6%	6,727	8%
<b>Juvenile Detention</b>	0	0%	0	0%	0	0%	27,522	28%	23,188	26%	21,319	25%
<b>Juvenile Corrections</b>	521	76%	446	80%	349	71%	38,550	39%	35,312	39%	31,212	37%
<b>Adult Corrections</b>	138	20%	84	15%	116	24%	25,631	26%	24,990	28%	22,584	27%
<b>Other Programs</b>	0	0%	0	0%	0	0%	1,569	2%	1,673	2%	2,876	3%

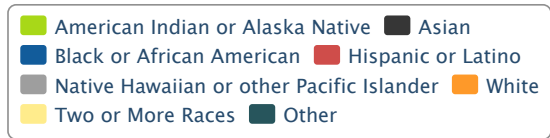
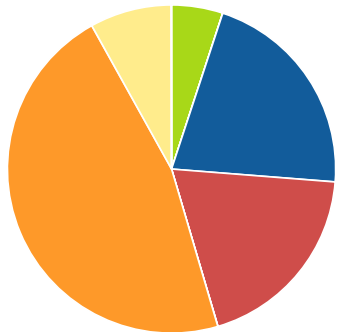
### III. Students Served

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.

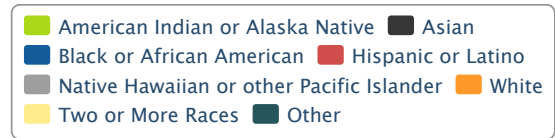
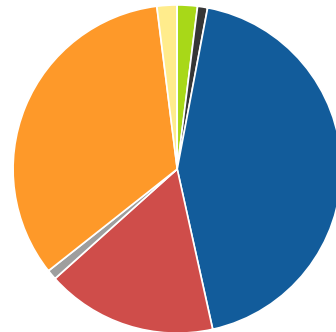
#### Demographics

Nationally, in school year (SY) 2013–14, the majority (70 percent) of students benefitting from Title I, Part D funds in State agency programs were between the ages of 14 and 18, followed by 19–21-year-olds (25 percent), and students under the age of 14 (5 percent). Students were predominantly male (84 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 1 in SY 2013–14 across the nation and in Nebraska is presented below.

Student Participation by Race/Ethnicity in 2013-14  
Nebraska



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



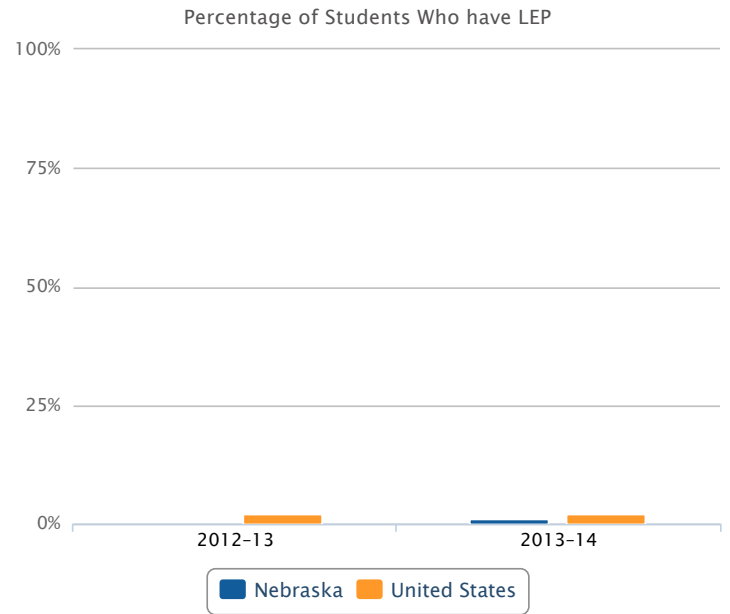
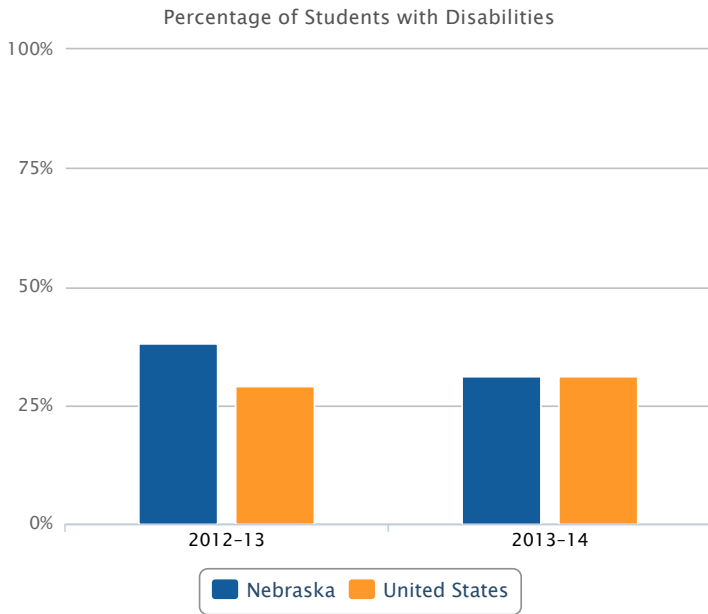
#### Student Participation by Race/Ethnicity

Race/Ethnicity	Nebraska						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
<b>American Indian or Alaska Native</b>	37	5%	29	5%	25	5%	2,261	2%	1,981	2%	1,878	2%
<b>Asian</b>	3	0%	0	0%	1	0%	645	1%	580	1%	543	1%
<b>Black or African American</b>	160	23%	131	24%	104	21%	43,506	44%	38,169	45%	37,342	44%
<b>Hispanic or Latino</b>	141	21%	97	17%	91	19%	15,842	16%	14,166	17%	13,951	17%
<b>Native Hawaiian or other Pacific Islander</b>	0	0%	0	0%	0	0%	418	0%	933	1%	588	1%
<b>White</b>	296	43%	265	48%	227	46%	33,793	34%	27,916	33%	28,645	34%
<b>Two or More Races</b>	50	7%	35	6%	41	8%	2,018	2%	1,765	2%	1,578	2%
<b>Other</b>	0	0%	0	0%	0	0%	12	0%	0	0%	0	0%
<b>Total</b>	<b>687</b>	<b>100%</b>	<b>557</b>	<b>100%</b>	<b>489</b>	<b>100%</b>	<b>98,495</b>	<b>100%</b>	<b>85,510</b>	<b>100%</b>	<b>84,525</b>	<b>100%</b>

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.



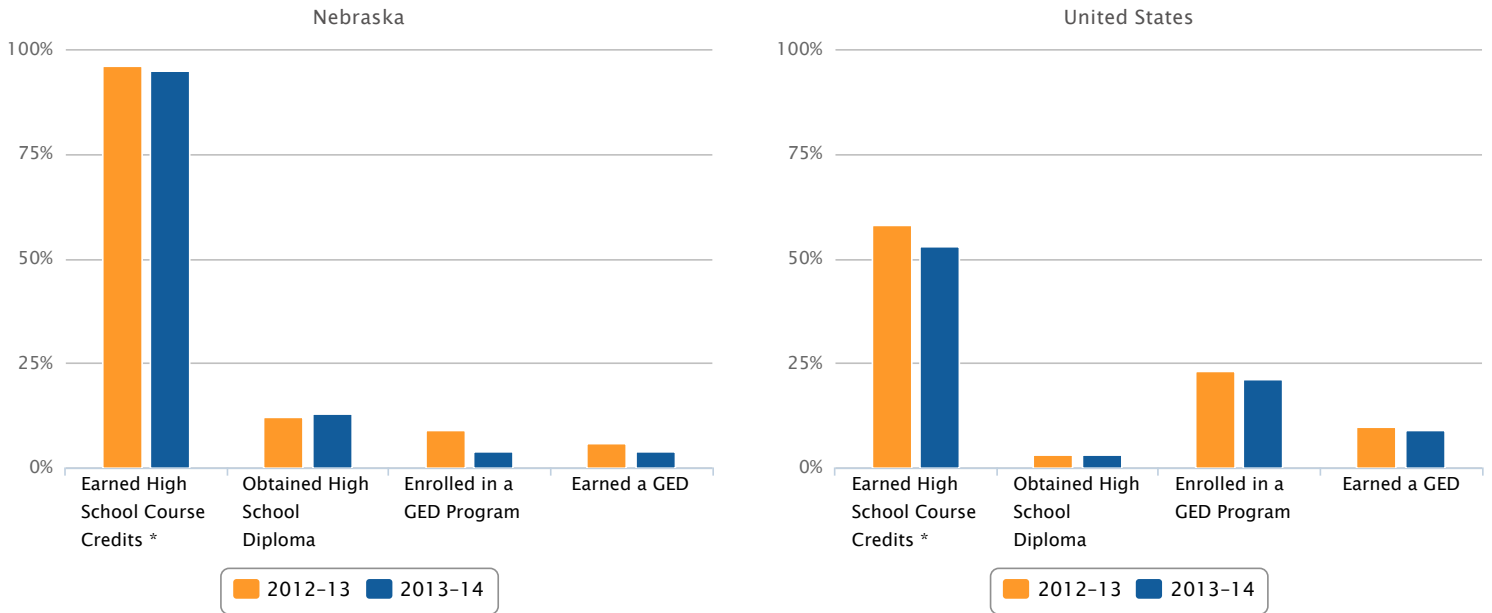
### Student Participation by Subgroup

Student Subgroups	Nebraska				United States			
	2012-13		2013-14		2012-13		2013-14	
<b>Students with Disabilities</b>	213	38%	153	31%	26,000	29%	25,873	31%
<b>LEP Students</b>	1	0%	3	1%	1,730	2%	1,481	2%

## 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 1.

### Academic Outcomes Achieved While in Facility

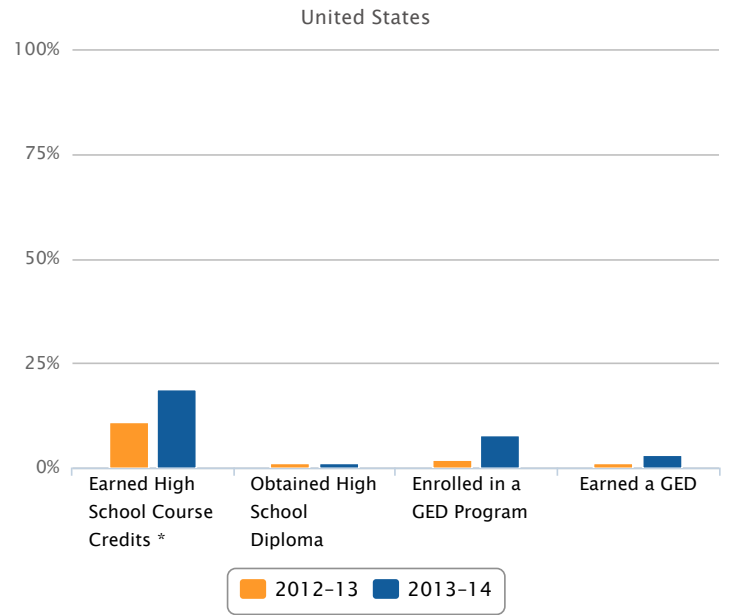
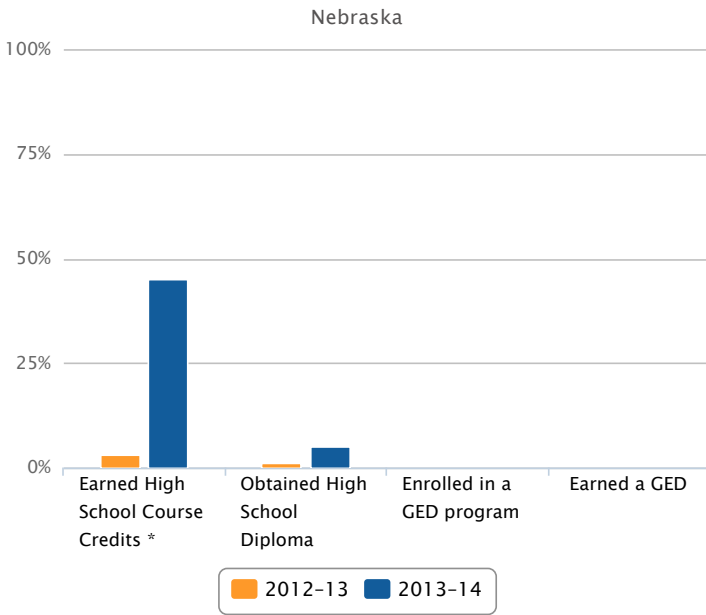


\*The Earned High School Course Credits indicator does not include students in adult corrections facilities.

### Academic Outcomes Achieved While in Facility

Academic Outcomes	Nebraska				United States			
	2012-13		2013-14		2012-13		2013-14	
<b>Earned High School Course Credits (ages 13-21)*</b>	451	96%	356	95%	33,941	58%	31,017	53%
<b>Obtained High School Diploma (ages 16-21)</b>	54	12%	49	13%	2,289	3%	2,100	3%
<b>Enrolled in a GED Program (ages 14-21)</b>	50	9%	18	4%	18,902	23%	16,701	21%
<b>Earned a GED (ages 16-21)</b>	26	6%	15	4%	6,751	10%	5,992	9%

### Academic Outcomes Achieved within 90 Days after Exit



\*The Earned High School Course Credits indicator does not include students in adult corrections facilities.

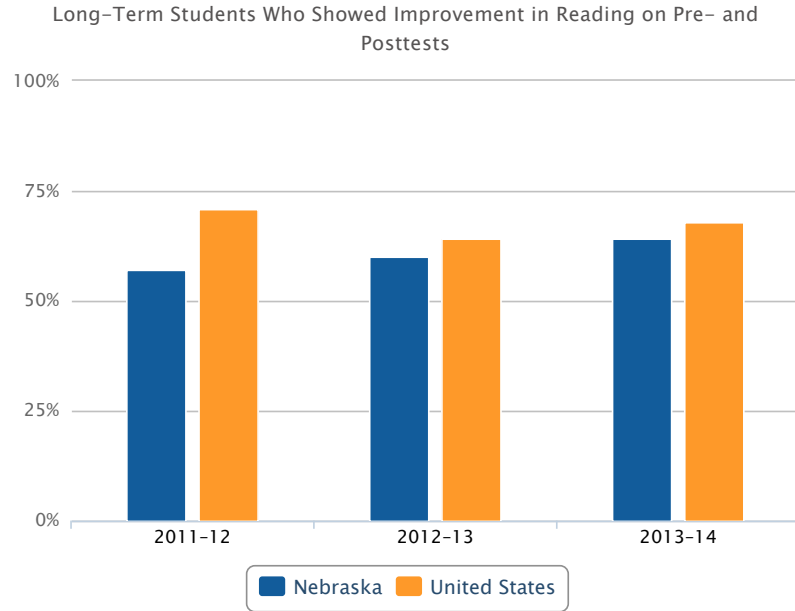
### Academic Outcomes Achieved within 90 Days after Exit

Academic Outcomes	Nebraska				United States			
	2012-13		2013-14		2012-13		2013-14	
<b>Earned High School Course Credits (ages 13-21)*</b>	12	3%	169	45%	6,312	11%	4,038	19%
<b>Obtained High School Diploma (ages 16-21)</b>	5	1%	20	5%	344	1%	174	1%
<b>Enrolled in a GED Program (ages 14-21)</b>	0	0%	2	0%	1,872	2%	2,643	8%
<b>Earned a GED (ages 16-21)</b>	0	0%	0	0%	760	1%	521	3%

## 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.

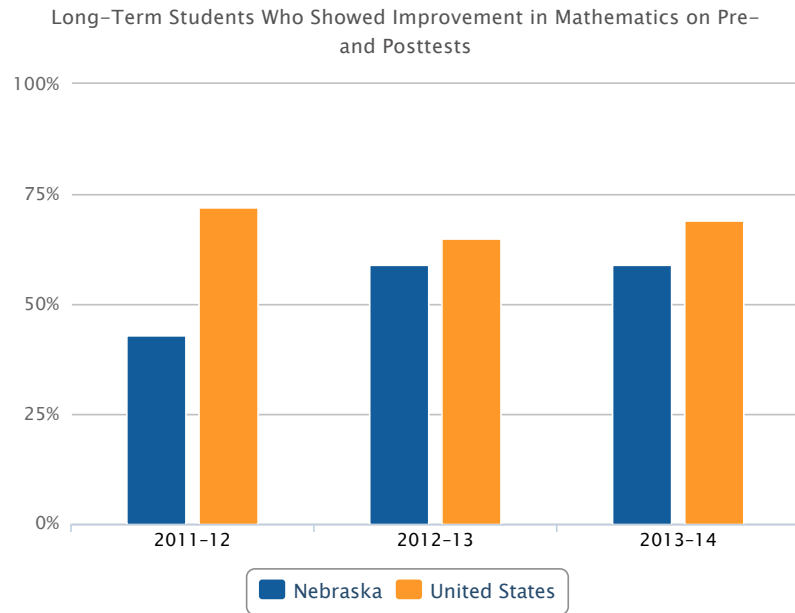
### Reading



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

Reading Pre- and Posttest Data	Nebraska						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
<b>Long-Term Students</b>	572		508		439		53,048		49,109		45,796	
<b>Long-Term Students with Complete Pre-Posttest Data</b>	511		429		360		32,103		26,307		25,515	
<b>Long-Term Students who Showed Negative Change from Pre- to Posttest</b>	170	33%	134	31%	102	28%	5,162	16%	4,908	19%	4,228	17%
<b>Long-Term Students who Showed No Change from Pre- to Posttest</b>	52	10%	39	9%	28	8%	4,103	13%	4,471	17%	3,990	16%
<b>Students who Showed Improvement from Pre- to Posttest</b>	289	57%	256	60%	230	64%	22,838	71%	16,928	64%	17,297	68%

# Mathematics



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

Mathematics Pre- and Posttest Data	Nebraska						United States					
	2011-12		2012-13		2013-14		2011-12		2012-13		2013-14	
<b>Long-Term Students</b>	572		508		439		53,048		49,109		45,796	
<b>Long-Term Students with Complete Pre-Posttest Data</b>	511		427		351		31,538		26,084		25,384	
<b>Long-Term Students who Showed Negative Change from Pre- to Posttest</b>	219	43%	128	30%	108	31%	5,074	16%	4,582	18%	3,928	15%
<b>Students who Showed No Change from Pre- to Posttest</b>	71	14%	47	11%	35	10%	3,777	12%	4,447	17%	4,039	16%
<b>Long-Term Students who Showed Improvement from Pre- to Posttest</b>	221	43%	252	59%	208	59%	22,687	72%	17,055	65%	17,417	69%



## State Notes

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In SY 2013–14, Nebraska indicated laws, policies, and/or procedures prohibited some facilities from tracking students after they exit.

## Definitions and Presentation of Data

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**Adult corrections:** An adult corrections institution is a facility in which persons, including youth under 21 years of age, are confined as a result of conviction for a criminal offense.

**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.

**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

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### 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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