

**Consolidated State Performance Report  
State Agency Title I, Part D Facilities (Subpart 1)  
Delinquent Program**

The Consolidated State Performance Report contains annual performance requirements for the Title I, Part D, Subpart 1, Delinquent Educational program for school year 2023-24, defined as July 1, 2023, through June 30, 2024.

General instructions for Title I, Part D, Subpart 1:

- Report information on the facilities receiving Title I, Part D, Subpart 1 funding during the reporting year.
- Report information on the number of delinquent students receiving Title I, Part D, Subpart 1 services during the reporting year.
- Indicate zero (0) when indicating students not served.
- Do not use zero to indicate missing data or data not collected.
- Leave blank fields for uncollected or missing data.

Specific instructions for Title I, Part D, Subpart 1:

**Name, Region, County, District, Type, Schools (RCDTS)-Code and Address of Facility**

Provide the name, records, and address of the facility.

**2.4.1.1 PROGRAMS AND FACILITIES**

Indicate the program and facility type.

**Average Length of Stay in Days:** The average length of stay includes the number of days, per visit, each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits can be included for students who entered more than once during the reporting year. The average length of stay must not exceed 365 days.

**2.4.1.2 STUDENTS SERVED**

Indicate the number of students served in each demographic area by serving facility.

**Total Unduplicated Students Served:** Count each student once, even if the student was admitted to a facility or program more than once within the reporting year.

**Long-term Students Served:** These are students enrolled in the program for 90 or more consecutive calendar days. Adding or including multiple admissions together for a sum of 90 days is not permissible.

**Students with Disabilities:** These are students identified as having disabilities should follow the same classification as provided in the Individuals with Disabilities Education Act (IDEA). This includes students (based on the classifications) who receive special education and related services under IDEA according to an Individualized Education Program, Individualized Family Service Plan, or service plan.

**Limited English Proficient (LEP) Students:** Students identified by the state definition of LEP in coordination with Title IX of the Elementary and Secondary Education Act.

Note: If applicable, students may be identified as both — disability and LEP.

Note: The total unduplicated student served count (reported in table 2.4.1.2) should be equal to the subtotals of each demographic category. For example, if the total unduplicated students served equals 120 students, then the race/ethnicity, gender, and age totals should each equal 120.

**2.4.1.3.1 TRANSITION SERVICES**

Transition services are described as supports and resources that promote effective practices across multiple domains that impact a student's successful return to the community. This measure refers to transition services that promote continued education or job training and employment.

Is this facility permitted to collect data on student outcomes after exit?

Check *yes* or *no*. This data interprets subsequent data reported under academic outcomes.

Number of students receiving transition services that address continued education and/ or employment.

Provide comments, if applicable.

#### 2.4.1.3.2 ACADEMIC OUTCOMES

Academic outcomes guidelines:

- No minimum length of stay requirements.
- Unduplicated count of students with multiple admissions should be counted once.
- The same student may attain more than one outcome. For example, the same student enrolled in their local district school and earned high school course credit. Both outcomes may be counted.
- Counts should reflect actual (not anticipated) outcomes.
- Data is not restricted to the student's most recent enrollment. All outcomes achieved over multiple enrollment periods must be included.

90 days after exit: Time period up to 90 days after the student is released from a facility or program. Exiting does not refer to transferring to another facility within the juvenile justice or child welfare system.

The 90-day period does not require programs to track children and youth for a full 90 days after exit. Programs may provide transition data in which students achieve outcomes after exiting. Programs may report achievement outcomes before the 90-day period, if the student exits.

#### 2.4.1.6 ACADEMIC PERFORMANCE

The academic performance tables (2.4.1.6.1 and 2.4.1.6.2) provide reporting of long-term students' academic progress in reading and math while participating in Title I, Part D facilities and programs. This includes students enrolled in a program for 90 or more consecutive calendar days. This number must not exceed the number of long-term students reported in Section 2.4.1.2.

Note: Students entering a facility or program before the current reporting year may be included in the report, if enrolled 90 or more consecutive calendar days and partial enrollment was during the reporting period (July 1, 2023 - June 30, 2024).

The academic performance sections must reflect an unduplicated count of students. Adding multiple visits together to obtain a 90-day enrollment is not permissible. If students take more than one posttest, report the most recent test result.

Assessments used for the collection of academic performance data must include a pre- and post-test. Standardized assessments are generally administered once a year and not appropriate for measuring student progress while in the program.

Scores must be converted to grade-level equivalencies.

Report results of the most recent 90-day post-test period.

#### 2.4.1.7 PROGRAM TYPE

Provide the type of neglected or delinquent program the facility operates. A facility must meet one of the outlined definitions and also meet the definition of a locally operated correctional facility under 34 CFR 200.90 (c).

Please return to: **Illinois State Board of Education**  
Title Grant Administration  
100 North First Street, S-284  
Springfield, IL 62777-0001  
217-785-1969  
[title@isbe.net](mailto:title@isbe.net)

**TITLE GRANT ADMINISTRATION**
**FACILITY**

NAME OF FACILITY

FACILITY RCDTS

ADDRESS (Street, City, State, ZIP Code)

**2.4.1.1 Programs and Facilities**

Check only one:

Average Length of Stay in Days

☐ Juvenile Center (IYC)

☐ Adult Correction Center

Facility Type:

☐ Neglected

☐ Delinquent

**2.4.1.2 Students Served**

Number of Students Served	Juvenile Corrections	Adult Corrections
Total Unduplicated Students Served		
Long Term Students Served		
Student Subgroups		
Students with disabilities (IDEA)		
LEP Students		
Race/Ethnicity	Juvenile Corrections	Adult Corrections
Native American or Alaska Native		
Asian		
Black or African American		
Hispanic or Latino		
Native Hawaiian or Other Pacific Islander		
White		
Two or more races		
Gender	Juvenile Corrections	Adult Corrections
Male		
Female		
Age	Juvenile Corrections	Adult Corrections
3 through 5		
6		
7		

**2.4.1.2 Students Served (Continued)**

8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		

**2.4.1.3.1 Transition Services**

Student Subgroups	Juvenile Corrections	Adult Corrections
Is the facility permitted to collect data on student outcomes after exit? If no, explain below.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Number of students receiving transition services that address further schooling and/or employment.		

Comments:

2.4.1.3.2 Academic Outcomes				
# of Students Who	Juvenile Corrections		Adult Corrections	
	In Facility	90 days after exit	In Facility	90 days after exit
Enrolled in their local district school				
Earned high school course credit				
Enrolled in a GED program				
Earned a GED				
Obtained high school diploma				
Accepted and/or enrolled into postsecondary education				
Enrolled in job training courses/programs				
Obtained employment				

2.4.1.6.1 Academic Performance in Reading		
Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections
1. Long-term students who tested below grade level upon entry		
2. Long-term students who have completed pre- and post test results (data)		
Of the students reported in row 2 above, indicate the number who showed:		
Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections
3. Negative grade level change from the pre-to post-test exams		
4. No change in grade level from the pre- to post-test exams		
5. Improvement up to one full grade level from the pre- to post- test exams		
6. Improvement of more than one full grade level from the pre- to post-test exams		

2.4.1.6.2 Academic Performance in Math		
Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections
1. Long-term students who tested below grade level upon entry		
2. Long-term students who have completed pre- and post test results (data)		
Of the students reported in row 2 above, indicate the number who showed:		
Performance Data (Based on most recent pre/post-test data)	Juvenile Corrections	Adult Corrections
3. Negative grade level change from the pre-to post-test exams		
4. No change in grade level from the pre- to post-test exams		
5. Improvement up to one full grade level from the pre- to post- test exams		
6. Improvement of more than one full grade level from the pre- to post-test exams		

2.4.1.7 Program Type	
<input type="checkbox"/> Adult correction	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.
<input type="checkbox"/> 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.
<input type="checkbox"/> Juvenile detention centers	A juvenile detention center is a shorter term institution that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment
<input type="checkbox"/> Shelters	A shelter is a short-term facilities that provide 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> Ranch/wilderness camps	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 them greater contact with the community. Includes ranches, forestry camps, wilderness or marine programs, or farms.
<input type="checkbox"/> Residential treatment centers	A residential treatment center is a facility that focuses on providing some type of individually planned treatment program for youth (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.
<input type="checkbox"/> 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
<input type="checkbox"/> Other programs	Any other facilities or programs, not defined above, that meet the definition of an institution for delinquent children and youth.