



PREVENTION & INTERVENTION PROGRAMS FOR  
CHILDREN & YOUTH WHO ARE NEGLECTED,  
DELINQUENT OR AT-RISK

# *Title I-D* FAQs



## **How do facilities create meaningful activities for short-term students?**

- Establish good process for communicating with homeschool counselors to ensure work is maintained and students have the support needed to do the work.
- Research indicates students involved with the justice system are academically multiple grade levels below peers. Ensure facilities have materials to support learning at different levels and in different ways. Example: use tactile props such as math manipulatives and blocks to help students grasp math concepts; provide extra reading material and social studies materials at a lower level within curriculum map, use typographical globes, and science manipulatives, etc.
- Implement activities fostering positive development and engagement to accelerate connection with subjects.

## **Why are initial assessments required for short-term facilities?**

- 85% of youth in detention facilities have a disability that makes them eligible for special education services, yet only 37% receive these services while in school ([National Council on Disability, 2015](#))
- Opportunity for Child Find
- Consider appropriate placement (LRE)
- In case students stay longer than anticipated, an initial assessment is in place to ensure post-assessment is valid
- Opportunity to identify ways to help students succeed while in facility

## **Are initial assessments required if student was recently assessed in school?**

Yes, conducting initial assessments are required for all students.

## **What are some assessments that are effective, but not overly burdensome for students?**

There is flexibility with the selection of assessments given to students in a facility. The recommendation is to balance what is useful and helpful to get meaningful information that informs current educational level, needs, and support. Most students in facilities are not learning at grade level. Be sure assessment selections are appropriate for their learning level. Example: use an elementary reading assessment and have them read an 8th grade text/paragraph to assess grade level and potential focus areas like vocabulary and comprehension. Assessments should assess basic foundations and must be consistent across initial and follow-up assessment to measure progress, not completion.

### **Assessment Options**

- ALEX (30 questions)
- STAR Aims Web
- ISIP
- Teacher-created tests (20 questions)
- Use what home school teacher uses

## **How do we ensure students have a positive transition?**

Students will eventually transition back into the community, whether it's education, employment, or home, so it's important to begin planning with the end in mind. The following questions can guide your priorities.

- What service/supports will the student need?
- How do we mentally and emotionally prepare the student for a successful re-entry?
- Have relationships been established between student, parent/guardian, probation officer, school staff, and the transition coordinator prior to the exit process?
- See additional guidance from "Supporting Students Returning to School" on Title I-D website.