

NDTAC | Toolkit

Institutionwide Project Planning Toolkit

Institutionwide projects (IWPs) allow State agencies (SAs) that provide free public education for children and youth who are neglected or delinquent (N or D) to use Title I, Part D, Subpart 1 funds in coordination with other Federal funds and/or State funds to serve all students in the SA's facility or program. IWPs allow an SA to upgrade the entire educational and transition efforts of its facility or program by enabling it to:

- Focus on adopting strategies that aim to improve the overall educational program of the facility, rather than providing add-on services for individual students
- Combine Title I, Part D, Subpart 1, funds with other State and Federal funds for education programs to support comprehensive approaches that meet the educational needs of all children and youth in N or D facilities
- Conduct a more targeted evaluation of a facility's needs in terms of educating and supporting its students and staff
- Provide the opportunity for focused and sustained professional development for all facility staff
- Use Title I, Part D, Subpart 1, funds more flexibly

NDTAC's Planning and Implementing Institutionwide Projects (<http://www.neglected-delinquent.org/nd/docs/iwpBrief.pdf>) brief is designed specifically for administrators of State Title I, Part D, programs who work within State education agencies (SEAs) or SAs. The brief provides an overview of IWPs and their benefits for Part D programs, key steps administrators need to consider when creating and operating an IWP, and common mistakes made in the implementation process. Additionally, the brief includes examples and tools that can be adapted by administrators to assist in the implementation effort. The information in this brief will help administrators interested in implementing IWPs for the first time, as well as those who currently operate IWPs.

As a followup to this publication, this tool offers an IWP plan *template* for use by facilities and an IWP plan *review form* for use by SEAs.

Purpose of the Toolkit

This tool is intended to help State Part D coordinators approve IWP plans that meet facility eligibility criteria and fulfill the project implementation goals outlined in the Title I, Part D, statute. This tool is also designed to provide facilities step-by-step guidance on the development of high-quality IWP plans.

How To Use the Toolkit

- The *Institutionwide Project Plan Review Form* can be used by **State Part D coordinators** and **SA administrators** as a checklist to ensure that a facility seeking approval to implement an IWP has met all eligibility criteria and has developed a plan that is complete and has fulfilled all statutory requirements.
- The *Institutionwide Project Plan Template* can be used by **facility administrators** to develop a plan that meets the all requirements detailed in the Title I, Part D, statute. Facilities can enter their information, data, and descriptions directly into the template for submission to the SEA for approval.



Institutionwide Project Plan Review Form

State Agency:		Facility:	
Facility Contact Name:	Facility Contact Phone:	Facility Contact Email:	
Initial Plan Submission Date:	Initial Plan Review Date:	Initial Reviewer:	
Revised Plan Submission Date:	Final Review Date:	Final Reviewer:	

<input type="checkbox"/> PLAN APPROVED	<input type="checkbox"/> PLAN PROVISIONALLY APPROVED (REVISIONS REQUIRED)	<input type="checkbox"/> PLAN DECLINED
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Eligibility Criteria

For a facility to be eligible for funding to operate an institutionwide project (IWP) and for the application to be considered for full review, the application **must meet all** of the following criteria:

Criteria	Criteria Met?	Review Notes/Action Items
The applicant is a facility under the authority of a State agency (SA), not a local education agency (LEA) <input type="checkbox"/> The funding SA has maintained fiscal effort (Sec. 1414 (c)(7) or received a waiver for not doing so ¹		
The facility is eligible to receive Title I, Part D, Subpart 1, funding ² : <input type="checkbox"/> The institution is a facility or community day program that serves children and youth who are N or D. <input type="checkbox"/> The facility is NOT a foster home. <input type="checkbox"/> The facility has an average length of stay of at least 30 days. <input type="checkbox"/> Children and youth are enrolled in State-funded <i>regular program of instruction</i> ³ for at least 20 hours per week		
The funding SA provides free public education for children and youth enrolled in N or D programs or attending a community day program for such children and youth		
The educational program is not operated by an adult correctional institution		
This application is for one facility, not more than one facility ⁴		
This application requests funding for a period of no more than 3 years		

¹ Maintenance of effort (MOE) refers to maintaining 90% of state and local funding of the education program between the two previous years (i.e., the 2013 MOE is based on 2011 and 2012 data).

² Per the Non-Regulatory Guidance, Section D. Eligible Institutions under Subpart 1: http://www.neglected-delinquent.org/title-i-part-d-nonregulatory-guidance-state-agency-programs-part-d-subpart-1#sa_eligibleinst

³ "Regular program of instruction" means an educational program (not beyond grade 12) in an institution or a community day program for children or youth who are N or D that consists of classroom instruction in basic school subjects such as reading, mathematics, and vocationally oriented subjects, and that is supported by non-Federal funds. Neither the manufacture of goods within the institution nor any activity related to institutional maintenance is considered classroom instruction.

⁴ Contact NDTAC (<http://www.neglected-delinquent.org/direct-assistance>) for assistance in determining the eligibility of multi-site facilities or facilities that house educational programs that are administered across adjacent or non-adjacent sites.

IWP Plan Requirements

To be approved by the State education agency (SEA), all of the following Title I, Part D, statutory requirements must be met and outlined in the facility's comprehensive IWP plan per Section 1416 of the Elementary and Secondary Education Act (<http://www.neglected-delinquent.org/nd/resources/legislate/intro.asp#sec1416>):

Requirement	Requirement Met?	Supporting Documentation Provided by the Facility?	Review Notes/Action Items
The facility has completed a comprehensive assessment of the educational and related needs of <u>all</u> children and youth in the facility			
The facility has completed a comprehensive assessment of the educational and related needs of youth aged 20 and younger in adult correctional facilities who are expected to complete incarceration within a 2-year period ⁵			
The facility has effectively described all steps that have been, or will be, taken to provide all eligible youth with the opportunity to meet challenging State academic content and student academic achievement standards to improve the likelihood that they will (1) complete secondary school, (2) attain a secondary diploma or its recognized equivalent, or (3) find employment after leaving the facility			

⁵ IWPs may be operated only in a facility for children and youth who are neglected or delinquent, or for children and youth who are neglected or delinquent and who attend a community day program. However, the legislation still requires the collection of data on the academic needs of youth served by adult corrections, when applicable, to inform the IWP planning process in State agencies to oversee both juvenile and adult corrections.

Requirement	Requirement Met?	Supporting Documentation Provided by the Facility?	Review Notes/Action Items
The facility has described the instructional programming, student services, and procedures that will be used to meet the needs discovered in the assessment, including, where feasible, the provision of mentors for the children and youth in the facility or facilities			
The facility has specified how IWP funds will be used			
The facility has described the measures and procedures that will be used to assess student progress			
The facility has identified how, in coordination with the SA, it has planned to and will implement and evaluate the IWP in consultation with facility personnel providing direct instructional and support services as well as relevant SEA and SA personnel			
The facility has offered an assurance that they have enabled appropriate training for teachers and other instructional, support, administrative, and relevant personnel to enable them to carry out the IWP effectively			

Institutionwide Project Plan Template

State Agency:		Facility Name:	
Facility Address:		Superintendent Name:	
Contact Name:	Contact Phone:	Contact Email:	
Application Submission Date:			

<input type="checkbox"/> INITIAL SUBMISSION	<input type="checkbox"/> REVISED SUBMISSION
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Section I: Facility Profile

Briefly describe the facility's student, staff, community, and other relevant demographics; treatment and programmatic services; and overall mission. Some questions to consider:

- What types of students are predominantly being served (e.g., age, gender, race/ethnicity, culture, geographic origin)? What are their backgrounds and what are their educational, transitional, and/or mental/physical/behavioral health needs?
- What services are currently being provided and at what level (e.g., frequency, percentage of youth served)?
- What are the strengths of the teaching, security, treatment, support, and administrative staff? What are their professional development needs?
- What is the current overall facility climate?⁶ Is it conducive to youth academic and transitional success and rehabilitation?
- What is the current level of family and community involvement with the facility? What are the needs of family members and community members?

<Insert description here>

⁶ Visit the National School Climate Center (<http://www.schoolclimate.org/climate/>) and the National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent, or At Risk (NDTAC) website (<http://www.neglected-delinquent.org/topic-areas>) for more information on how to define and describe your school climate.

Section II: Needs Assessment

Please list the key needs the proposed IWP aims to address in one or more of the following areas.

Priority Area	Identified Need(s)
Student achievement	
Student school engagement	
Social-emotional conditions for learning	
Student mental, physical, and behavioral health	
Student transition/reentry	
Staff professional development	
Family and community involvement	
Other	

For each identified need, please provide supporting data and/or attach supporting documentation. Indicate "N/A" as appropriate.

Needs Assessment (All Children and Youth)	
Identified Need	Supporting Data/Indicator(s)
<i>Example: Increase the number of students who accrue school credits required for grade promotion and secondary school graduation</i>	<i>Example: 86% of long-term students enter scoring below grade level in reading and 74% enter scoring below grade level in mathematics. Only 28% of these students are successfully earning credits required for grade promotion.</i>

Section III: Program Description

Please describe all steps that have been, or will be, taken to provide all eligible youth with the opportunity to meet challenging State academic content and student academic achievement standards to improve the likelihood that they will (1) complete secondary school, (2) attain a secondary diploma or its recognized equivalent, or (3) find employment after leaving the facility.

<Insert description here>

Please describe the instructional programming, student services, and procedures that will be used to meet the needs discovered in the assessment, including, where feasible, the provision of mentors for the children and youth in the facility or facilities.

<Insert description here>

Please describe what training will be provided to instructional, support, administrative, security, and other relevant personnel to support the implementation of the proposed IWP.

Staff	Professional Development Plan
Instructional	
Support	
Administrative	
Security	
Other relevant personnel	

Please describe how training will be delivered to instructional, support, administrative, and other relevant personnel to support the implementation of the proposed IWP.

<Insert description here>

Please describe how IWP funds will be used to implement the proposed program.

<Insert description here>

Section IV: Program Evaluation

For each identified need, please describe the measures and procedures that will be used to assess progress in terms of achieving intended program outcomes.

Identified Need	Intended Outcome(s)	Measure(s)/ Indicator(s)	Data Source (Data To Be Collected)
<i>Example: Increase the number of students who accrue school credits required for grade promotion and secondary school graduation</i>	<ul style="list-style-type: none"> 40% of students (ALOS > 90 days) successfully earn a minimum of 3 unit credits required for grade promotion in their home school district 65% students (ALOS > 90 days) pass at least three of their core subject courses 	<ul style="list-style-type: none"> Performance on state End-of-Grade (EOG) test Performance on state End-of-Course (EOC) test Student course completion rate 	<ul style="list-style-type: none"> State Education Data and Information System (SEDIS) Student transcripts Student Individualized Education Plans (IEP) and Individualized Learning Plans (ILP)

Please describe how the IWP will be evaluated in consultation with facility personnel providing direct instructional and support services as well as relevant SEA and SA personnel.

<Insert description here>

Section V: Logic Model (Optional)

Please attach a one-page logic model that graphically summarizes how the facility's identified needs, proposed program elements, professional development plan elements, intended outcomes, and measures are aligned.

Logic Model Development Resources

- National Juvenile Justice Evaluation Center's Logic Model Toolkit for Juvenile Justice Service Providers (http://www.jrsa.org/njiec/publications/logic_model_toolkit.pdf)
- The W.K. Kellogg Foundation Logic Model Development Guide (<http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx>)
- National Juvenile Justice Evaluation Center Logic Model Tutorial (<http://www.jrsa.org/njiec/njiec-tutorial/category/learning3/>)
- The Office of Juvenile Justice and Delinquency Prevention's (OJJDP) Logic Models page (http://www.ojjdp.gov/grantees/pm/logic_models.html)
- The Bureau of Justice Assistance's (BJA) Center for Program Evaluation and Performance Measurement's "Developing and Working with Logic Models" page (<https://www.bja.gov/evaluation/guide/pe4.htm>)

Sample Logic Models Developed by Programs Serving Neglected or Delinquent Children and Youth

- The Tribal Youth Logic Model (<http://www.tribalyouthprogram.org/sites/tribalyouthprogram.org/files/5%20Logic%20Model%20-%20Final.pdf>)
- Illinois's Comprehensive Community-Based Youth Services (<https://www.dhs.state.il.us/page.aspx?item=65902>)