

TO: Dr. Randy Mc Coy
Superintendent

FROM: Dale Warriner
Dale Warriner
Director of Assessment and Special Programs

DATE: September 21, 2007

RE: FY 08 Title I, Part D
State Neglected and Delinquent Facilities
Request for Board Approval of Grant Award

The purpose of this memorandum is to request board approval for the 2007-2008 Title I Part D application for the Tupelo-Lee County Juvenile Detention Center with flow through dollars through the Tupelo Public School District. The board approval will focus on:

- Funding Allocations: Budget
- Assurances and Narrative: Attached

Allocations	2004-2005	2005-2006	2006-2007	2007-2008
Title I Part D	\$17,375	\$35,495.23	\$67, 710.03	\$86,376.66

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COVER SHEET
Mississippi Department of Education
State Agency Neglected or Delinquent Application
State and ESEA Federal Grant Programs
2007-2008

A State agency is eligible for assistance under this Title I, Part D, Subpart I, if such State agency is responsible for providing free public education for children and youth —

- (1) in institutions for neglected or delinquent children and youth;
- (2) attending community day programs for neglected or delinquent children and youth; or
- (3) in adult correctional institutions.

Section A	
Name of Neglected or Delinquent Facility	Lee County-Tupelo Juvenile Center
Name of Contact	Dale Warriner
Phone	662-841-8850
Fax	662-841-8887
E-Mail	ddwarriner@tupeloschools.com
Address of Contact	P.O. Box 557
	Tupelo, MS 38802
Name of Agency Head (typed)	Jim Johnson, Sheriff

Section B		
PROGRAM	ALLOCATION	PROGRAM CONTACT E-MAIL ADDRESS
Title I, Part D Subpart 1 Improving Basic Programs operated by State Education Agencies	\$86,376.66	ddwarriner@tupeloschools.com

For MDE use only

Mississippi Department of Education Approval	
Program Coordinator	_____
Division Director	_____
Quentin Ransburg, Bureau Director	_____
Date of Approval	_____

General Information

The Neglected or Delinquent Federal Programs Application is for a Local Educational Agency (LEA) or a State agency use in requesting funds for covered programs under the *No Child Left Behind Act of 2001*. Each question in the application is directed by the legislation, and the parenthetical citation with each question indicates the section legislation that requires the item be addressed in this application.

The legislative purpose of these federal funds is to improve teaching and learning to meet student needs effectively. Ongoing broad-based planning and shared decision-making are essential for quality programming. This application supports Mississippi LEAs and State Agencies in looking at increasing student learning and achievement through effective programming, professional development, parent and community involvement, and provision of a safe, orderly climate conducive to our teachers teaching and our students learning.

Statement of Assurances

Lee County-Tupelo Juvenile Detention Center

The (agency name) _____ October 9, 2007 and further authorized the agency head to sign such single set of assurances as required by Section 9306 and to submit an application to the Mississippi Department of Education as required by Section 9305 to receive grants under stated Titles of the No Child Left Behind Act of 2001 and other applicable Federal programs. Please note that this date should represent the day that the board approved not only the assurances, but also the application narrative and budget.

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964. A statement of compliance with Title VI of the Civil Rights Act of 1964 should be filed with the Superintendent.

2. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, Prohibition of Discrimination on the Basis of Sex, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.

3. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.

4. Programs and services for individuals with disabilities are in compliance with the Individuals with Disabilities Education Act. (34 CFR 300, 303, and 504 of the Rehabilitation Act of 1973)

5. When federal funds are made available, they will be used to supplement and, to the extent practical, increase the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. Personnel, contracts, materials, supplies, and equipment purchased with program funds must supplement the basic education program. (34 CFR 200.44, 298.23)

6. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant educational agency in its administration of each program.

7. The grantee will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, state and federal funds paid to that educational agency under each program.

8. The grantee will make reports to the state educational agency or board and to the Secretary of Education as may reasonably be necessary to enable the state educational agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state educational agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other resources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 34 CFR 80.42)

9. Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.

10. Auditable records of each participating school program will be maintained on file. (34 CFR 80.42(e))

11. The grantee declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.

12. The grantee provides reasonable opportunity for public comment on the application and considers the comments. (Section 14306(a)(7))

13. The grantee will adopt and use proper methods of administering each program including:

a. Enforcement of any obligations imposed by law on agencies responsible for carrying out programs and

b. Correction of deficiencies in program operations identified through audits, etc. (Section 14306 (a)(3)(B))

Suspension And Debarment

14. The grantee assures that neither it, nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation by any Federal department or agency. (34 CFR §85.225)

Title I, Part D, Subpart 1 (State Agency)

15. Each state agency shall reserve not less than 15 percent, and not more than 30 percent of the amount such agency receives under this subpart for any fiscal year to support transition services

16. Services shall be available to children and youth in adult correctional institutions, priority will be given to such children and youth who are likely to complete incarceration within a 2-year period.

17. State agency will assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth.

18. State agency will work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children's and youth's further involvement in delinquent activities.

19. State agency will work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the child's or youth's local school if the child or youth —

“(A) is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and

“(B) intends to return to the local school;

20. State agency will work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school.

21. Teachers and other qualified staff are trained to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students.

Title I, Part D, Subpart 1 (State Agency)

22. The program under this subpart will be coordinated with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

State Agency and Local Education Agency

23. The grantee will make available the Charter of Incorporation (section 79-11-137 of the state Mississippi code of 1972).

**PROGRAM REQUIREMENTS FOR CORRECTIONAL FACILITIES
RECEIVING FUNDS**

“SEC. 1425

“each correctional facility entering into an agreement with a local educational agency under section 1432 (2) to provide services to children and youth under subpart shall-

A description of formal agreements, regarding the program to be assisted, between --

(A) The local educational agency; and

(B) Correctional facilities and alternative school program to be assisted, between

“(1) where feasible, ensure that educational programs in the correctional facility are coordinated with the student’s home school, particularly with respect to a student with an individualized education program under B of the Individuals with Disabilities Act:

“(2) if the child our youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;

“(3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

“(4) provide support programs that encourage children and youth who have dropped pout of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

“(5) work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

“(6) ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards;

“(7) to the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school;

“(8) where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

“(9) coordinated funds received under this subpart with other local, State and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105-220, and vocational and technical education funds;

“(10) coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and

“(11) if appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

COVER SHEET
Mississippi Department of Education
Consolidated Application
State and ESEA Federal Grant Programs
2007-2008

Section 1423 of the Elementary and Secondary Education Act, as reauthorized under No Child Left Behind Act of 2001, each local educational agency desiring assistance under Title I, Part D shall submit an application to the State educational agency that contains such information as the State educational agency may require. Please write a separate narrative that addresses each of the following components.

1. a description of the program to be assisted;
2. a description of formal agreements, regarding the program to be assisted, between —
 - (A) the local educational agency; and
 - (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system;(see attachment A)
3. as appropriate, a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend;
4. a description of the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth;
5. a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth;
6. as appropriate, a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility;
7. as appropriate, a description of any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students;
8. as appropriate, a description of how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities;
9. a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth;
10. a description of how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable;
11. as appropriate, a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities;
12. a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program; and
13. as appropriate, a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

Mississippi Department of Education
Consolidated Application
State and ESEA Federal Grant Programs
2007 – 2008
Lee County – Tupelo Juvenile Center
454 North Commerce Street
Tupelo, MS 38804

1. Every juvenile in the twenty-four bed facility has a right to continue his/her education while detained in the Lee County – Tupelo Juvenile Center. Therefore, a formal academic program is in place. To achieve the highest learning potential possible and to provide continuity in learning, the facility offers individualized instruction for each juvenile. Title I – D funding is needed to maintain the educational programs and personnel that we have and to establish new programs and hire new personnel to better serve the detained juveniles.

The existing programs that we want to continue are:

- Art – Mr. Ryan Curry
- Physical Education – Coach Clint Newsom
- Nurse – Mrs. Jeannie Massey
- Reading Specialist – Mrs. Judy Loden
- Transition/Crisis Counselor – Mrs. Lisa Kwasinski

The top priority for additional funding is to add more hours to the Transition/Crisis Counselor position.

2. (A) The Lee County – Tupelo Juvenile Center is under the direct supervision of the Lee County Sheriff. The sheriff and the Tupelo Public School District have a signed agreement that Title I – D funds shall be used as specified.

(B) The eleven items are – Attachment A

1. and 2. When a juvenile has been to court and the determination has been made that the juvenile will be detained, the education coordinator contacts the juvenile's home school to get books and assignments. If a juvenile has an IEP, the education coordinator contacts the appropriate school personnel. For juveniles who have a Special Education ruling or a 504 Plan, the home school sends home

bound instructors to the Center for additional instructional time with the juveniles.

3. The transition/crisis counselor (hereafter stated as counselor) works with the juveniles while they are detained. When they are released, the counselor goes to the alternative schools to obtain attendance, discipline referrals, and academic data on the juveniles. If there are attendance issues, the counselor contacts the Mississippi Department of Education's Attendance Officer for assistance. If there are academic issues, the counselor contacts the education coordinator at the Tupelo – Lee County Juvenile Center. The education coordinator works with the alternative schools to obtain more instructional time (tutoring) for the juveniles. The counselor reports also reports this information to the youth court counselor. When needed, the counselor assists the youth court counselor with resources for substance abuse counseling, family counseling, and anger management counseling. Some examples of these resources are the Adolescent Offender Program, Teen Alcohol Prevention (TAPS), Family Resource Center and Region III Chemical Dependency Unit.
4. When a juvenile is detained at the Lee County – Tupelo Juvenile Center and is not enrolled in school or has been suspended or expelled, the education coordinator runs a diagnostic and a prescriptive for grade level placement. The juvenile works on his/her grade level using the *Odyssey Ware* computer software. This enables the juveniles to have more grade level skills to achieve at a higher level when they return to school. The Learning Center also provides GED instruction and the education coordinator works with the GED Department at Itawamba Community College in preparing the juveniles, who qualify, to take the GED exam.
5. The educational staff includes the education coordinator, who is a licensed teacher/administrator, and a veteran teacher of twenty-one years, both certified by the Mississippi Department of Education. A certified detention officer assists in the Learning Center. The counselor is a licensed certified social worker through the Mississippi Board of Examiners for Social Work and Marriage and Family Therapist. The teachers who come to the Learning Center from the home schools are licensed by the Mississippi Department of Education. Part time personnel: art instructor, reading specialist, and physical education instructor are licensed by the Mississippi Department of Education and the nurse is a registered nurse with a Bachelor of Science in Nursing degree and is licensed by the Mississippi Board of Nursing.
6. Because the juveniles are on different instructional levels, each juvenile receives individualized instruction. The reading specialist assists juveniles who need more instruction in reading. The Learning Center setting is

arranged to teach the juveniles how to work in a professional environment with the highest behavioral expectations. The juveniles work in the Learning Center from 9 a.m. to 12 noon and from 1 p.m. to 3 p.m. five days a week with no distractions.

7. The juveniles have access to four computer work stations. When juveniles receive computer assignments from their home schools, they complete these assignments on the computers. In addition, one computer is configured to handle college computer courses. E-mail also enhances the technology component between the Learning Center and the juveniles' home schools.
 8. Two detention officers have been trained to conduct parenting classes. Parents of detained juveniles may volunteer to attend the parenting classes. The youth court judge may court order parents to attend. Also, detained juveniles who already have children are trained in parenting skills in separate classes. The education coordinator, the teacher, and the counselor also conference with parents.
 9. Space does not allow us to offer vocational and technical training here at the Center. However, the counselor works with the high schools and the community college that we serve to suggest training for juveniles when they return to their home schools.
 10. The Learning Center is located in the Lee County – Tupelo Juvenile Center under the direct supervision of the Lee County Sheriff. This facility meets the requirements as set forth in the JJDP A of 1974:
 - Deinstitutionalization of Status Offenders
 - Juveniles housed completely separate from adult offenders
 - Sight and sound separation
 - Monitoring of Disproportionate Minority Confinement
 11. The staff at the Lee County – Tupelo Juvenile Center, when appropriate, contacts local business recommending juveniles for job placement.
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3. Each school served by the Lee County – Tupelo Juvenile Center has a designated contact person, usually a guidance counselor, to whom the education coordinator at the juvenile center contacts when a juvenile is booked in. That person contacts all of the teachers for books and assignments. An officer goes to the schools and gets the books and assignments for the juveniles to work on in the Learning Center. An officer takes back the work completed to the schools. E-mails are used for instant

communication purposes relating to the juveniles' educational needs. Daily attendance reports are e-mailed to the Learning Center from one alternative school. Also, evaluation dates and work requested are e-mailed. Special Education coordinators in the districts are notified when a juvenile is booked in. The Special Education coordinators assign a teacher to go to the juvenile center to serve the juvenile on a one-on-one basis.

4. All school districts served by the Lee County – Tupelo Juvenile Center have alternative school programs for transitioning the juveniles back into the regular classroom. Again, e-mail is used to provide instant information to the education coordinator and the counselor concerning attendance and academic reports. One high school has a special counseling session provided for juveniles exiting the alternative school and returning to the home school.
5. Juveniles who are served in the Lee County – Tupelo Juvenile Center have a wide range of issues, including educational, substance abuse, anger and risk taking behaviors, family issues, abuse and neglect issues, and mental health issues. Educational issues include poor attendance, drop out, learning disabilities, emotional disturbance ruling (EMD), and special education needs. Substance abuse issues range from alcohol abuse, marijuana (THC), crystal meth, and cocaine abuse. Anger and risk taking behaviors include fighting with peers, refusal to comply with authority figures, family disturbance, runaway behaviors, promiscuity, and substance abuse. Familial issues include fighting with parents or guardian, promiscuity, physical and/or emotional abuse, neglect, sexual abuse, and domestic abuse and grief issues.

Mental health issues often times affect the above identified areas. Some examples of mental health disorders that may affect educational issues are Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder, and Post Traumatic Stress Disorder. Other disorders such as Intermittent Explosive Disorder, Adjustment Disorder, Bipolar Disorder, Major Depressive Disorder, and suicidal ideations contribute to the juveniles' issues. These mental health issues may deter the juveniles' educational, emotional, and physical well being. When mental health issues are noted, the counselor will contact the youth court counselor to make appropriate referrals. The counselor will provide counseling services while the juvenile is in the detention center. The counselor will also make recommendations to the youth court counselor for in patient or out patient referrals, family counseling, and psychiatric follow up for medication evaluation.

As these juveniles transition back into the alternative schools, the schools will follow up with resources to assist the juvenile in this transition. Examples of these resources are: 1) if the juvenile has a therapist from the local mental health center, the schools will contact the therapist regarding the juveniles behavioral/emotional issues; 2) the teacher support team from the juveniles home school will make any necessary referrals for a functional behavioral assessment to help the juvenile and staff with any behavioral issues that may

arise; 3) the schools also have access to a psychologist to implement any testing for psychological issues (i.e. EMD ruling) and learning disabilities; 4) at the end of the juvenile's stay at the alternative schools, an evaluation is conducted with school staff to evaluate the juvenile's progress and identify any specific educational, emotional and behavioral needs of the juvenile before transitioning back into the regular school setting.

6. School nurses and guidance counselors coordinate efforts to provide services to the returning juveniles, and when appropriate to their families, by referrals to the Free Clinic, The Family Resource Center, Region III Mental Health Facility, and the Lee County Health Department.
7. Several programs are in place in the schools. They include mentoring programs, the Big Brother/Big Sister organization, partnerships with businesses – barber shops, carpenters, welders, auto mechanics, and beauty shops - to come to the schools and make presentations to the at-risk students on the importance of staying in school and getting the skills that they will need to be a contribution to the workforce, a Cooperative Education Program for juveniles to take classes in the morning leaving the afternoon open to work in jobs, and a Job Preparation Program for juveniles who have a Special Education ruling and are working toward an occupational diploma. The Special Education teachers assist in job placement.
8. The program is a vast network of professionals working together to prevent reoccurring delinquent activities. This network includes the Lee County Sheriff's Department, the Lee County Youth Court, the Lee County – Tupelo Juvenile Center, and all the schools served by the Lee County – Tupelo Juvenile Center. The key is successful communication within this group and working with the juveniles and their parents one on one.
9. Schools that the Lee County – Tupelo Juvenile serve have vocational and technical programs that focus on a two year program. Juveniles must pass the nationally normed CPAS exam to exit the program. Course offerings include child development, nutrition and wellness, metal trades, health occupations, personal development, auto technology, auto/body technology, carpentry, drafting, furniture manufacturing, computer applications, and marketing.
10. All educational programs are governed by the mandates set forth in the Juvenile Justice and Delinquency Prevention Act of 1974. Those personnel coming into the Learning Center at the Lee County – Tupelo Juvenile Center work under the jurisdiction of the Lee County Sheriff and the Lee County Sheriff's Department.
11. Designated staff at each school contact youth court for information about the juveniles. The information that the probation officers share assists in

meeting the needs of the juveniles when they are released from the detention center.

12. The schools contact the education coordinator to attend the juvenile's individualized education program meeting. Usually all conditions remain the same except for the location, which is changed to the Lee County – Tupelo Juvenile Center. The education coordinator and the teacher have in confidence all IEP information to better serve the needs of the juveniles.
13. When the school district determines that a juvenile cannot be served in their regular school program, the schools contact the education coordinator at the Lee County – Tupelo Juvenile Center. Arrangements are made to send a home bound teacher to the Center to serve the juveniles in the visitation room during the time the room is not used for detained juveniles' visitations.

Mississippi Department of Education
 N or D Budget Summary
 State and ESEA Federal Grant Programs
 2007-2008

DESCRIPTION	Title I, Part D fund code 2211
Instructional Support Services - Teachers, Paraprofessionals, Tutorial, Extended Day, Extended Year, Supplies, Travel Art Teacher, Reading Specialist and Supplies	\$21,564.00
Instructional Staff Training and Improvement of Instruction Services, Professional Development Consultants Professional Development Professional Dues	\$8,000.00
Dropout Prevention Programs - which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members	\$5,071.44
Parental Involvement Parent Training Classes	\$1,500.00
Attendance and Social Work Services Counseling	\$2,535.72
Health and Guidance Services - including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education Nurse	\$10,142.88
Psychological Services (Testing)	\$0.00
Requested per Youth Court Career Counseling Counseling	\$2,535.72
Educational Media Services, Library Assistants, TVs, VCRs, Overhead Projectors	\$5,268.00
Computer Assisted Instruction - teachers or assistants in a computer lab, computer supplies, equipment associated w/computer instruction, maintenance & technical services and computer software	\$4,718.00
Special Area Administration Services - Federal program coordinator, federal program secretary, fiscal services, auditing and any supplies, travel, fees and equipment that might be associated with the federal program coordinator's office (20% cap)	\$0.00
Other (Please specify.) Transition Crisis Counselor, P.E. Coach, Additional Library Books and other supplies	\$25,040.90
TOTAL	\$ 86,376.66