



DEPARTMENT OF JUVENILE JUSTICE SCHOOL SYSTEM

FEDERAL PROGRAMS WRITTEN POLICIES & PROCEDURES HANDBOOK

March 2022

GEORGIA DEPARTMENT OF JUVENILE JUSTICE SCHOOL SYSTEM

receives federal funding for programs that are
UNDERLINED and **BOLD**

Title I, Part A- Improving the Academic Achievement of the Disadvantaged

Title I, Part A- Family School Partnership

Title I, Part A- Foster Care Provisions

Title I, Part C Education of Migratory Children

Title I, Part D- Neglected and Delinquent Children

Title II, Part A Supporting Effective Instruction Grant

Title III, Part A: Language Instruction for English Learners and Immigrant Students

Title IV, Part A- Student Support and Academic Enrichment (SSAE)

Title V, Part B- Rural Education Initiative

Title IX, Part A- McKinney-Vento Education for Homeless Children and Youth

IDEA - The Individuals with Disabilities Education Act

Carl C. Perkins Grant - CTAE - Career, Technical & Agricultural Education

ESSER – Elementary and Secondary School Emergency Relief (ESSER) Fund

CARES – Coronavirus Aid, Relief and Economic Security

CRRSA – Coronavirus Response and Relief Supplemental Appropriations

ARP – American Rescue Plan

The Intent and Purpose of Federal Programs

The intent of Federal Programs is to “help all children and youth have the opportunity to obtain a high-quality education and reach proficiency on challenging state and academic standards and assessments.” The purpose of Federal Programs is to “enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.” Federal Programs “supplements” and not supplants what the required Local and State funds provide.

Purpose of the Handbook

The purpose of this standard operations procedures handbook is to describe the processes and procedures to implementing and managing the rules and guidelines of federal programs to provide a systematic approach to managing the guidelines, policies, and procedures of Federal Programs and to ensure consistent compliance of federal laws and requirements by the Georgia Department of Juvenile Justice School System. Staff may use the provided information to ensure that Federal Programs are being implemented accurately and effectively. The information in this handbook will promote uniformity in operations and assist faculty and staff with compliance with all federal programs. Procedures and processes (i.e., budgeting, requisitions) are the same; however, the programs are coded and tracked separately. Policies and procedures are reviewed annually with appropriate staff and developed in conjunction with finance to ensure uniformity. This handbook will be revised annually to reflect updates provided that will assist with meeting federal programs and state requirements.

The Georgia Department of Education (GaDOE) provides Local Educational Agencies (LEAs) extensive guidance on the over-arching requirements for federal programs via the on-site monitoring document used to ensure that LEAs are meeting all statutory requirements of federal programs. These specific requirements from the GaDOE document were used to create this handbook. Step-by-step procedures, local and state Board policies, and checklists are all included in this guide. It is hoped that this guide will be useful to staff as they strive to comply with all federal programs' statutory requirements.

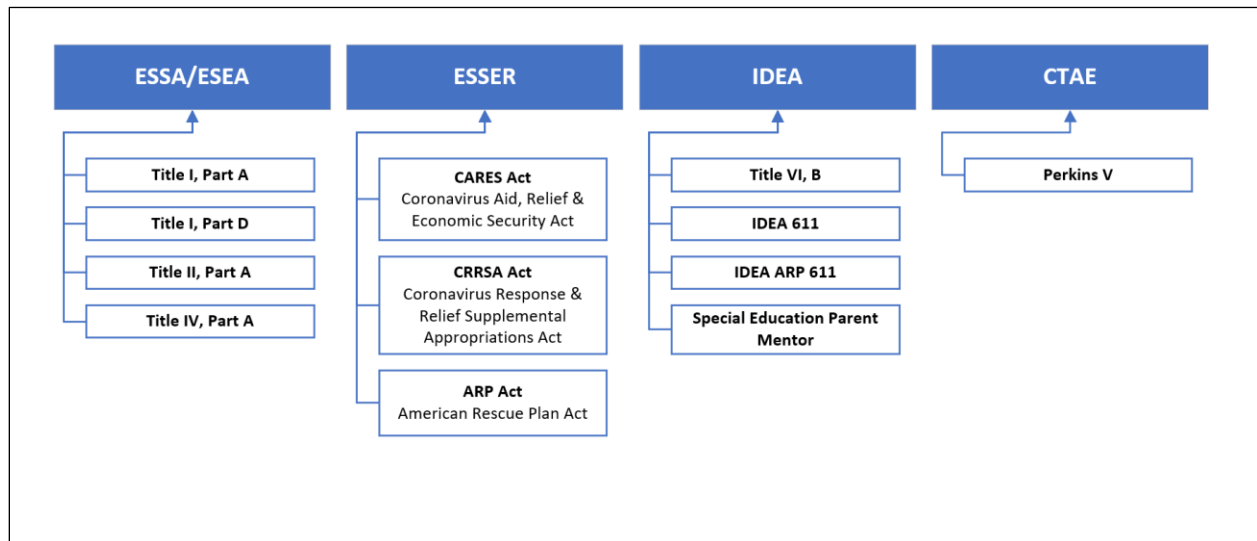


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ACRONYMS

ARP	American Rescue Plan
CA	Consolidated Application
CAP	Corrective Action Plan
CARES	Coronavirus Aid, Relief, and Economic Security Act
CFM	Cross Functioning Monitoring
CFR	Code of Federal Regulations
CCRPI	College and Career Ready Performance Index
CLIP	Consolidated LEA Improvement Plan
CONAPP	Consolidated Application
CNA	Comprehensive Needs Assessment
CTAE	Career Technical and Agricultural Education
CTI	Career Technical Instruction
DJJSS	Department of Juvenile Justice School System
DTC	District Testing Coordinator
EDGAR	Education Department General Administrative Regulations
ELL	English Language Learner
ESEA	Elementary and Secondary Education Act
ESSA	Elementary and Secondary Schools Act
ESSER	Elementary and Secondary School Emergency Relief
FOP	Financial Operations Personnel
GaDOE	Georgia Department of Education
IAP	Incident Action Plan
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
LEA	Local Education Agency
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MRA	Monitoring Risk Assessment
ND	Neglected or Delinquent
NYAR (conference)	National Youth Advocacy and Resilience Conference
PAR	Personal Activity Report
PIC	Parent Involvement Coordinator
PIP	Parent Involvement Policy
PQ	Professionally Qualified
PSC	Professional Standards Commission
RAM/P	Resource Allocation and Methodology Plan
SEA	State Education Agency
SIP	School Improvement Plan
SLDS	Student Longitudinal Data System
SPC	School Parent Compact
SSAE	Student Support and Academic Enrichment
SWP	School-wide Plan
TA	Targeted Assistance
TABE	Test of Adult Basic Education
TPC	Technology Planning Committee
UGG	Uniform Grant Guidance

GLOSSARY

ABUSE	The excessive or improper use of something, or the use of something in a manner contrary to the natural or legal rules for its use; the intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse of resources owned or operated by the school district.
ALLOCABLE	Goods or services involved are chargeable or assignable in accordance with relative benefits received.
ALLOWABILITY	Legitimate; permissible
CONFLICT OF INTEREST	Arise when the employee, officer, or agent, any member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
COST ANALYSIS	Evaluating the separate cost elements that make up the total price, including profit
DRAWDOWN	An amount of money, drawn down by one party from a credit tranche made available by another party at a specific point in time. Transferring funds from the federal government account to the agency's account.
FIDUCIARY	A person to whom property or power is entrusted for the benefit of another.
FRAUD	A false representation of a matter of fact, whether by words, by conduct, or by concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds.
NOMINAL ITEMS	Items that are less than \$100 in cost
PILFERABLE	Those items that may be easily lost or stolen.
PRICE ANALYSIS	Evaluating the total price
PROCUREMENT	The act of bringing about or getting something.
SUPPLANT	To replace one thing for something else.
SUPPLEMENT	Something added to complete a thing, supply a deficiency, or reinforce or extend a whole.
WASTE	The thoughtless or careless expenditure, consumption, mismanagement and use of resources owned or operated by the district. Waste also includes incurring unnecessary costs because of inefficient practices, systems, or controls.

SECTION I
FEDERAL TITLE PROGRAMS

MONITORING OF SCHOOLS AND PROGRAMS

The Georgia Department of Education requires that the Georgia Department of Juvenile Justice School System (DJJSS) monitors the implementation of Federal Programs and the expenditure of all funds associated with the program. The specific requirements are as follows:

- LEA Federal Program Coordinators and the Director of Special Education will conduct self-monitoring of its schools and programs sufficient to ensure compliance with Federal Program requirements. DJJSS self-monitoring will consist of on-site visits, virtual meetings, phone conferencing with schools to provide technical assistance, monitoring and review of SWP/SIP, school budgets, parent engagement notebook, professional development, inventory of federally funded programs. Monitoring and technical assistance of schools will be documented as evidenced by, Federal Programs Monitoring Checklist (see Appendices), sign-in sheets, agendas, participant lists.
- The Director of Special Education provides direction and leadership for the overall administration and coordination of Special Education programs to provide instructional services to students with disabilities grades 6 through 12; ensures compliance with all State and Federal Laws, State Department of Education Rules and Regulations, and the Department of Juvenile Justice Policies where applicable.
- DJJSS Program Directors/Coordinators will undergo training from GaDOE and other sources to maintain proficiency in program compliance requirements.
- Program Directors/Coordinators will provide technical assistance to the schools.
- Program Director/Coordinator self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with program requirements.
- Federal Programs Director/Coordinator will maintain all documentation LEA may need for future auditing/monitoring.
- LEA will undergo monitoring by GaDOE on a four-year cycle. LEA/Program Directors/Coordinators will participate in training and technical assistance updates as provided by GaDOE prior to monitoring visit.
- The Elementary and Secondary Schools Act (ESSA) requires the state educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Georgia's monitoring process consists of four major components:
 1. **Monitoring of Expenditures** – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. Title I Education Program Specialists review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, Title I Education Program Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for Title I funds.
 2. **Single Audit** – LEAs with single audit findings are flagged for technical assistance.
 3. **On-site Monitoring** – A SEA on-site Cross-Functional Monitoring Team visits a LEA to apply the criteria included in the LEA Monitoring Form.
 4. **Self-Monitoring Checklist** – LEAs not receiving an on-site visit complete a self-monitoring instrument and submit it to the Georgia Department of Education (GaDOE).

Communication and Monitoring of Schools

Monitoring of Title I schools is a critical component of ensuring that compliance is taking place at each school. With the start of the summer conference in June through July and August the Federal Programs Coordinator meets onsite or virtually with all principals and central office administrators. Policies, procedures, and guidance for operating the individual federal programs are provided during the summer and during the DJJ School System's Annual Summer Professional Development Conference. Monthly meetings are held twice monthly with central office personnel to discuss status and updates of the various federal programs. The Federal Programs Director/Coordinator utilizes phone calls, emails, and visits to sites to monitor the federal programs and personnel. Specific budgetary items are discussed with the financial personnel, directors, and principals. Monthly reports are generated by the Finance Division and reviewed for accuracy by the Federal Programs Coordinator and Bookkeeper. Monthly payroll form requests are generated by the schools and verified by the Federal Programs Coordinator and Bookkeeper. In addition to meeting with directors and principals, the Federal Title I Program Coordinator meets with the Parent Engagement Liaisons to plan and discuss Title I requirements and plan activities at all of the schools in the DJJ School System. These meetings are an opportunity to discuss Title I in detail and an opportunity to discuss content specific information with each of the above. All Title I services are supplemental. This process is monitored through on-going technical assistance, site visits, and through the budget process Established Monitoring Federal Programs Timeline.

Onsite Monitoring Procedures

All Federal Programs are subjected to on-going monitoring by the Department of Education (schedule provided by the DOE). Additionally, the Federal Programs Director/Coordinator for DJJSS monitors all programs throughout the school year. The Federal Programs Coordinator and Central Office administrators conduct on-site monitoring of all schools through a blended process of onsite visits, virtual meetings, and emails. Feedback is provided to the principals through written and/or verbal communication and conferences. School Improvement Plans (SIPs) are developed by first conducting a comprehensive needs assessment. Once needs are identified and root causes determined, schools develop a plan to address the needs by identifying evidence-based strategies that will be used in the school to drive student achievement and close gaps. Additionally, SIPs are monitored by Federal Programs and the Curriculum and Instruction Teams. Based on continuous data analysis, principals and leadership teams make changes to the school improvement plans. Feedback on the SIP's is sent to each principal via the schoolwide checklist and Infinite Campus SLDS.

See Appendix A - Federal Programs School Monitoring Checklist

Timeline for Monitoring of Federal Programs

- **July** - Federal Programs meeting for principals, education supervisors, and lead teachers of all sites to update them on any new guidelines and to provide guidance for Federal Programs. Information will include, but not be limited to the following:
 - Budgeting
 - Purchasing
 - Compliance Issues
 - Parental Involvement
 - Schoolwide/Targeted Assistance

- Documentation
 - Monitoring
 - Academic Achievement
 - Ethics, Fraud, Waste and Corruption
 - Compliance
 - Conflict of Interest
 - Inventory
 - Programmatic and Financial Information
-
- **April-May** - Federal Programs Coordinator reviews Title I Schools' Parent and Family Engagement Policies and Compacts. The Parent and Family Engagement Checklist is used to provide feedback to principals. Copies of these documents are maintained in the schools and in the Federal Programs Central Office.
 - **May-July** - Revision/Completion of the CLIP Consolidated Local Improvement Plan
 - **May-August** - Schools use summative tests results, parent survey results, and other needs assessment data to revise their Schoolwide and/or School Improvement Plans (SWP/SIP). Schools involve various stakeholders in the analysis of this data and in the planning for the upcoming year.
 - **July-June** - Completion of time logs by split-funded employees
 - **August-September** - Federal Title Programs Coordinator Reviews Title I School-Parent Compacts using the checklists provided by GaDOE and provides feedback to principals/lead teachers/parent liaisons. Copies of these documents in the Federal Programs Central Office. Final copies of compacts are shared with families before the end of October, prior to November 1.
 - **August-October** - Principals present their Schoolwide plans and their School Improvement Plans to the Federal Programs Coordinator and Central Office Administration. Budgets are reviewed to ensure that funds are being spent according to the plan and the plan has all the necessary components.
 - **August-June** - Inventory all items purchased by federal programs. The Federal Programs Staff will conduct a physical inventory every year at each school using the Title I-A/Title I-D Inventory Guidelines forms addressing the required inventory components are met, (Refer to DJJSS Federal Inventory Procedures Handbook) include on Appendices.
 - **September** - Parent Involvement Coordinator (PIC) and any new Parent and Family Engagement Liaisons attend training at GaDOE
 - **September-November** - Annual Surveys of Children in Institutions for Neglected and Delinquent
 - **October-November** - Federal Programs Coordinator, in partnership with school Parent Liaisons, Parent Mentor, and Parent Engagement Coordinator, plan activities for November's Parent Engagement Month to promote stronger family engagement.
 - **January** - Completion of first semester Periodic Certifications Form (see Appendices)
 - **February-March** - Federal Programs Coordinator and school staff attend ESSA, NYAR conferences
 - **March-May** - Surveys are completed by various stakeholders (parents, teachers, administrators, and community members) to provide needs assessment data for improvement planning. The Federal Programs Coordinator sends the Annual Survey of Parent Involvement to parents to provide information as a means of gauging the effectiveness of parental involvement activities.

- The Federal Title Programs Coordinator and Parent Liaisons compile data to determine needs for the following year.
- **April** – Mandatory student/parent handbook information regarding “Parents Right to Know” is sent to all schools by the Coordinator of Federal Programs.
- **May-June** - Completion of second semester Periodic Certifications
- **May-June** - The Title I Parental Involvement Coordinator compiles Title I parent surveys are compiles and the results disseminated to schools for consideration in the revision of school Parent and Family Engagement Policies and School-Parent Compacts.
- **June** - Federal Programs Coordinator and staff attend annual state GaDOE Title Programs Conference
- **Ongoing** - Review of school improvement data and plans in conjunction with other central office staff
- **Ongoing** - The Federal Programs Coordinator holds bimonthly and as needed meetings with the Parent and Family Liaisons
- **Ongoing** - Budgets and purchase orders are reviewed monthly by the Federal Programs Coordinator to assist schools in spending the funds as planned.
- **Ongoing** - The Federal Programs Coordinator and staff provide technical assistance and meet regularly with principals.

Process for Monitoring Federal Programs

The Federal Programs Coordinator and the Special Education Director participate in training and updates from GaDOE and other sources to maintain proficiency in ESSA Federal Programs compliance requirements. The Directors/Coordinators receive technical assistance from GaDOE Program Specialists at the Department of Education's annual Federal Programs Conference, National ESEA Conference, as well as at regional meetings. On-going information/training to keep abreast of timelines and new guidance occurs through e-mail and phone calls with the area Program Specialists. The Federal Programs Coordinator are enabled with the necessary skills and knowledge to provide ongoing technical assistance to the staffs at all schools. The Program Coordinators begin working in the early spring to collect and analyze data including various reports, surveys, and test. This data is utilized in conjunction with the annual needs assessments. Interpretation of this data, academic planning, parental involvement, professional learning, and instructional purchases that are identified in the CLIP.

All federal program expenditures will be monitored by the Federal Programs Coordinator to verify that each program's expenditures comply with program requirements and that correct requisition procedures have been followed. Monthly reports through DJJ Finance/Accounting Division are used to analyze expenditures and verify that appropriate personnel are coded and paid from the Federal Programs budgets. All documentation relating to each specific federal program, including those needed for future auditing/monitoring according to the LEA Cross-Functional Monitoring schedule, will be maintained by the Federal Programs Coordinator and/or DJJ Finance Office. In addition, the Federal Programs Coordinator and Bookkeeper will conduct on-site visits to ensure the purchases have been made and are being utilized in accordance with the budget submitted. The Federal Programs Coordinator will monitor the DJJSS schoolwide programs through onsite and virtual technical assistance meetings, as well as completion of the periodic certifications, required schoolwide plans, Parent Engagement Policies, and notices to parents.

Monitoring of Use of Funds:

The Federal Programs Coordinator and Bookkeeper monitors the use of funds at the school and district level. On a regular basis and during monitoring visits, communication is made with school principals/lead teachers to review their school Title budgets and provide recommendations for budgeting decisions.

On-Site/Virtual Procedures: During identified meeting dates, either onsite or virtually, at the beginning of the school year, the school leaders in the DJJSS are provided with updated documentation of federal program information. This happens in a group meeting, and again in an individual-based setting with the Federal Programs Coordinator and Bookkeeper. Both times principals/lead teachers can ask questions and gain more information about the requirements. During each meeting, the principals can ask questions, as well as receive further clarification regarding the requirements of the Federal Programs. Emails serve as calendar reminders for item due dates and completion of federal program documentation. Sites are provided with technical assistance throughout the school year and by a variety of means which includes on-site visits, meetings, phone calls, and emails.

CORRECTIVE ACTION PROCESS

Process/Procedure for Follow-up/Verification of Implementation of Required Corrective Action

Corrective action from previous monitoring is discussed with Principals/Lead Teachers to assist them in understanding the critical need for compliance in Federal Programs. In addition, GaDOE monitoring findings from all districts are shared with principals as a means of understanding the impact of non-compliance. Professional learning is provided based on the needs but, in addition, professional learning is used as a preventive measure to ensure that all staff members have a clear understanding of all expectations of every facet of federal programs. The Federal Programs Coordinator, along with district level staff, provide on-going training as a means of ensuring that all staff are always complying. All correspondences related to Federal Programs are maintained at the DJJ Central Office level by the Federal Programs Coordinator and Bookkeeper. The specific corrective actions are shared with the Principals, Lead Teachers, Regional Principals and Central Office Level Administrators, along with the Corrective Action Plan(s). Technical Assistance is maintained either as an archived email or in a monitoring file to include an agenda and sign-in sheet documenting the assistance.

Steps to Audit/ Monitoring Resolutions

- Once the audit/ Cross-Functional Monitoring report is received, the appropriate federal program coordinator will review all items. The Cross-Functional Monitoring report will be retrieved from the GaDOE website under the Consolidated Application
- Each item will be examined carefully, and a team of system-level staff will determine the best means of corrective action.
- Items are gathered and a report is written by the appropriate federal program administrator.
- The report is submitted to the Deputy Superintendent.
- The completed report is then sent to the GaDOE state auditors as a means of resolution.
- The district has 30 days from the receipt of the findings to respond to the GaDOE.

Technical Assistance

Schools are provided with regular, ongoing, and as needed technical assistance. There is an open door/phone/e-mail type policy with the Federal Programs Coordinator. Besides the technical assistance provisions, principals, assistant principals, bookkeepers, and any other education staff personnel can call or e-mail questions for guidance. Technical assistance provided to schools will be documented as evidenced by the Federal Programs School Technical Assistance Form. Examples of technical assistance include:

- Summer administrative meeting with Title I schools administration
- LEA and school Open House and Annual Title I meetings
- Formal meetings held by the Central Office (Federal Programs Administration, Principals, Parents)
- Formal meetings held by the school
- Informal meetings and conversations are held before, during or after other administrative/principals, and other meetings held by Central Office Informal meetings and conversations held before, during or after meetings held at Title I schools

- Parent and Family Engagement meetings/workshops/activities
- Phone calls to and from school personnel
- E-mails to and from school personnel
- Federal Programs Timeline
- Checklists
- Title I Parent Engagement Liaison Notebooks listing documents and due dates
- Samples of required documents
- One-on-one technical assistance with Federal Programs Director/Coordinator

CONSOLIDATED IMPROVEMENT PLAN (CLIP)/SCHOOL IMPROVEMENT PLAN (SIP)

Georgia Department of Juvenile Justice School System designated administrators are responsible for conducting an annual review of the online CLIP components, at which time revisions are made. The district is committed to cultivating and sustaining partnerships with parents and community stakeholders, and encourages their participation in the development, implementation, review, and evaluation of its online Consolidated LEA Improvement Plan (CLIP) and all the components within.

Districts that receive federal funds must submit a Comprehensive Improvement Plan (CLIP) to the Department of Education. There are five major components of the CLIP: Comprehensive Needs Assessment; District Improvement Plan; District Family Engagement Plan; Foster Care Transportation Plan; and the Migrant Identification Plan. The district conducts a survey each year that allows parents, students, and stakeholders to provide input on district policies and procedures. From the results, the CLIP revisions are made. Parent input is examined and considered from these surveys via input from review meetings. Copies of comments are kept on file. Input is also sought from site leaders and district leaders. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Copies of comments are kept on file and put in meeting minutes. Several subsequent meetings are arranged to gather input from all stakeholders. The federal programs staff gathers all input and updates the Consolidated Action Plan. Plan is submitted to Deputy Superintendent for final approval.

CLIP Process

- All federal program directors/ coordinators are asked to participate in the GaDOE CLIP webinar that is usually held in May.
- Invite all stakeholders (including parents) to meet to discuss the CLIP process after this initial GaDOE CLIP webinar. In addition to all federal and program directors/coordinators in the district being required to participate in the planning, revision, and implementation process, parents, principals, and business leaders are also asked to serve on the revision committee. Parents are sent information inviting them to participate via Parent Portal, postal mail, email, telephone, flyers, website, and newsletters. Parents are asked to provide written input/surveys during this process, documented by Parent and Family Liaisons.
- Provide a copy of the previous year's CLIP to all stakeholders to allow for input for the upcoming year.
- The district conducts an annual survey each year that allows parents to provide input on district policies and procedures. The Deputy Superintendent and Student Information & Technology Manager oversees this survey and provides results to the district federal programs coordinator the results as CLIP revisions are made. Parent input is examined and considered from these surveys.
- Documentation must be maintained for all meetings. This includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Copies of comments are kept on file and put in meeting minutes.
- A timeline establishing subsequent meetings will be provided to gather input from all stakeholders.
- The Deputy Superintendent, Federal Programs Coordinator and Student Information & Technology Manager gathers all input and updates plan.
- Plan is submitted to Deputy Superintendent for approval.
- Plan is submitted to GaDOE for approval.

- Pull the Audit Trail once GaDOE has approved the plan and place in monitoring file.

Selection of Evidenced-Based Action Steps in the CLIP

The system has adapted the GaDOE's Systems of Continuous Improvement and the following improvement planning steps: Examine Progress; Identify Needs; Create Goals and Select Evidenced Based Interventions; Plan Implementation; Implement the Plan. The following information is included as part of creating goals and selecting evidenced based interventions: "Schools will then create goals and evidence-based action steps to address the prioritized overarching areas in need of improvement using a provided schoolwide improvement plan template. Schools must indicate in their improvement plans the extent to which their interventions are evidenced based by selecting Strong, Moderate, Promising, or Rationale and linking to appropriate supporting documentation. Schools are encouraged to focus on three to five goals and approximately five high impact action steps per goal that will improve Tier 1 instruction for all students, as well as identify Tier 2-4 action steps that will be taken to provide additional support for students, including subgroups, who are not academically successful after Tier 1 action steps have been implemented.

Procedures for Review and Approval of Schoolwide/School Improvement Plans/Targeted Assistance (SWP/SIP/TA)

All schools are required to have school improvement plans. It is the responsibility of the principal/lead teacher to make sure that all plans reviewed and revised annually. Plans must include all the components in the following Schoolwide/School Improvement and Targeted Assistance (TA) program checklist. Schools' plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plan and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways, notice of the meeting dates will be placed on each school/facility areas newsletters and on the web site, parents and other stakeholders will be notified by invitation sent from each individual school. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent and Family Liaison in each school will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). Each school will hold its meeting within the first month of school. The school plans are typically reviewed at the Annual Title I meeting during the months of August, September, and October. The revision date will be clearly marked on each plan. Schoolwide/School Improvement program checklists are used to verify that the required components are included in each plan, which includes strategies for school reform. On-site or virtual meetings are held with principals to discuss the status of their plans regarding the checklist components. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted. The district currently has 25 Title I Schoolwide Schools.

Schoolwide/School Improvement/TA Plans Planning, Revision, and Implementation

Schoolwide/School Improvement/TA Plans are updated annually by each school on the GaDOE Statewide Longitudinal Data System (SLDS) dashboard. The SLDS dashboard is designed to help districts, schools, and teachers make informed, data-driven decisions to improve student learning. Parents are a required component in planning, revision, and implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website,

and newsletters. Information about the SIPs are available to parents at the schools. Documentation and evidence of plan development includes sign-in sheets, agendas, meeting minutes, and emails to and from parents and is maintained at the schools.

LEA Comprehensive Improvement Plan

The LEA Comprehensive Improvement Plans (CLIP) is updated annually on the SLDS Dashboard. Parents are a required component in the planning, revision, and implementation process. Parents are sent information from the DJJSS Central Office inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Parents are selected to participate during the process of revising the plan. Parent input is requested via meetings, via mail, email, telephone, flyers, website, and newsletters. Documentation to be maintained will include sign-in sheets, agendas, meeting minutes, and emails to and from parents.

Section 1112 of the Title I, Part A Elementary and Secondary Act (ESEA) of 1965 specifies that LEAs may receive funds under ESEA if the LEA has an approved plan on file with GaDOE. The LEA plan is submitted as part of a Consolidated Application under Section 9305 of ESEA. The CLIP has three major components: ESEA/IDEA Plan Descriptors; System Profile; LEA Implementation Plan. The following programs are a part of the DJJSS CLIP:

- Title I, Part A – Programs for Disadvantaged Children
- Title I, Part D – Programs for Neglected and Delinquent Children
- Title II, Part A – Supporting Effective Instruction Grant
- Title IV, Part A- Student Support and Academic Enrichment (SSAE)
- IDEA - The Individuals with Disabilities Education Act
- Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs (CTAE)

Resolution Procedures for Unapproved SW/TA Plans

Schools submit a revised SWP/TA plan to the Regional Principal, Federal Programs Coordinator and Deputy Superintendent annually. If revised plans need additional work, they are returned to the school. When plans are corrected to include all requirements, the plan is approved.

If the GaDOE requests revisions to any of the plans in the CLIP, the plan is retrieved from the Audit Trail in the GaDOE portal. Communication is made with the appropriate personnel to ensure that requested changes are completed in the consolidated application. Technical assistance is provided as appropriate, corrections are made and/or approves corrections in the CLIP, and then the CLIP is resubmitted. This process is continued until the system's CLIP has been approved by the GaDOE.

Process for Submitting Revisions of SW/TA Plans

Schoolwide/School Improvement plans (SWP/SIP) with budgets are written using the Comprehensive Needs Assessment that is conducted at the school level. Schools submit SWP/SIP to Regional Principal, the Federal Program Coordinator and Deputy Superintendent where plans and expenses are reviewed for alignment to the CNA and smart goals. Planned Title I expenditures must meet supplement guidelines. When the reviewers determine that all guidelines are met, the plan is approved.

Services to Eligible Private School Children

Under Title I, local educational agencies (LEAs) are required to provide services for eligible private school students, as well as eligible public-school students. Specifically, §1120 requires a participating LEA to provide eligible children attending private schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public-school children, their teachers, and their families.

The Georgia Department of Juvenile Justice School System does not participate in services for eligible private school students.

FIDUCIARY RESPONSIBILITY

Maintenance of Effort (MOE), Comparability, Assessment of Security

Maintenance of Effort for ESSA and IDEA

GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked “met” or “unmet” on the Consolidated Application. The calculation in the GaDOE portal determines which funds should be excluded from the calculation. Documentation for MOE is only required for districts that do not meet the required Maintenance of Effort. Program Coordinators will pull the MOE information from the Consolidated Application each school year for documentation purposes.

Comparability

Comparability is to ensure that funds made available under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) are used to provide services that are in addition to the regular services normally provided by a local educational agency (LEA) for participating children. The LEA must provide services in its Title I schools with State and local funds that are at least comparable to services provided in its non-Title I schools. The Federal Title Programs Coordinator annually completes the Comparability of Services tab in the GaDOE portal. To date, all schools have always provided comparable services. If comparability is not met, the Federal Title Coordinator will work with school system and school leaders to re-assign personnel to ensure comparability of services to students in all Title I Schools. The system has a current RAMP in place to ensure that comparability is met.

Comparability is achieved using two forms of documentation: the October FTE count for the current year and the payroll distribution report. The state comparability report provided by the Georgia Department of Education is used to report the appropriate numbers to GADOE. The total number of non-federal employees that are to be included per payroll distribution codes are counted and placed in the comparability report which automatically calculates comparability. The enrollment numbers used to determine comparability are from the October FTE count with the exclusion of prekindergarten enrollment. High Poverty Attendance Area Schools are compared to Low Poverty Attendance Area Schools. Using the student/instructional staff ratios to compare the average number of students per instructional staff in each Title I school with the average number of students per instructional staff in non-Title I schools. Comparability is achieved when High Poverty Attendance Area Schools averages do not exceed 110 percent of the Low Poverty Attendance Area Schools. Included in the count are instructional teachers and support personnel, instructional paraprofessionals, music, art, and physical education teachers, guidance counselors, speech therapists, media specialists, school social workers and psychologists. No federally funded personnel or prekindergarten personnel are included in the count; only state and local paid staffs are counted. Comparability should be determined and established no later than November 15th of each year and reported using the spreadsheet provided in the Consolidated Application.

Comparability of services does not apply in the Department of Juvenile Justice’s School System because all schools have schoolwide Title I programs; there are no non-Title I schools within the LEA.

Assessment Security and Reporting of Accountability

The DJJ School System takes the ethical responsibility to provide secure and appropriate testing environments for its students very seriously. In any state or federally mandated test the DJJ School system expects its employees to act in accordance to specific guidelines mandated by the test and the general guidelines of the Georgia Department of Education. For every administration of a high-stake assessment, the following guidelines will be followed.

- The district testing coordinator will stay current on appropriate testing rules and practice by viewing required GaDOE webinars and reading all manuals and memorandums associated with the test.
- All school testing coordinators will be appropriately trained by the system coordinator within a two-week period prior to the assessment window opening.
- School testing coordinators will in turn provide mirrored training to all test examiners and proctors who will be taking part in the test.
- Records of participation and sign-in sheets of each of these meetings will be maintained in a centralized location for a minimum of five years.
- Trainings at every level will include a segment covering testing ethics and ethical behavior in testing environments.
- Test materials, when on site, will be continuously maintained in a secured and locked room with access limited to only those who are functioning as school test coordinators or assistant test coordinators.
- School campuses will be quiet and organized on the day(s) of testing.
- Any irregularity or anomalous event taking place in a school during testing will be promptly and fully reported to the district test coordinator.
- Irregularities involving possibly illegal or unethical actions on the part of an employee will be reported to the Georgia Professional Standards Commission.
- If the anomaly rises to the level of an irregularity, it will be promptly reported to the Georgia Department of Education.
- When test results are returned, they will be disseminated to students and parents in a reasonable time frame.
- Assessment results will be communicated to the public via press releases, sections of the website, and other means as necessary.
- Assessment practices and security measures will be communicated to the public via school newsletters in the month prior to the testing window.

Training and Preparation

All testing procedures follow the Georgia Student Assessment Program Student Assessment Handbook (SAH) published by the Georgia Department of Education (GaDOE). The GaDOE updates the handbook each year and local testing examiners are trained on all policies and procedures each year using the handbook and other presentations/webinars provided by the GaDOE. The complete handbook can be found at the following website: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx>

Procedure for Test Material Distribution and Return

All testing materials are managed through the Office of Curriculum and Assessment. Each school has a certified person assigned to coordinate testing processes. Test security is critical to the integrity of the assessment program. As mentioned, the Office of Curriculum and Assessment conducts training workshops using materials provided by the Georgia Department of Education. All staff administering or proctoring tests are required to attend testing protocols and procedures workshops; workshops are conducted prior to each state mandated test. All testing materials are tracked, sent to the schools, used during testing, and returned for processing. From receipt until departure, testing materials are stored in a secured location.

Standard DJJSS Testing Procedures/Protocols:

- A proctor is required for every classroom.
- For the Milestones EOG, except for grades testing online, teachers are not permitted to be the test administrator or the proctor for the grade level they teach. For those grades testing online, teachers may not be the test administrator or the proctor for the classes they teach.

Test Security:

Below is a list, although not inclusive, of actions that constitute a breach of test security. All violations of test security are reported to the Georgia Department of Education and may be reported to the Professional Standards Commission.

- Coach examinees during testing, or alters or interferes with examinees' responses in any way;
- Give examinees access to test questions or prompts prior to testing;
- Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- Make answers available to examinees;
- Read or review test questions, before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing (this is applicable to both paper and online test forms);
- Question students about test content after the test administration;
- Fail to follow security regulations for distribution and return of secure test materials as directed, or fail to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);
- Use or handle secure test booklets, answer documents, online testing logins/passwords/test forms for any purpose other than examination;
- Fail to follow administration directions for the test;
- Fail to properly secure and safeguard logins/passwords necessary for online test administration;
- Erase, mark answers, or alter responses on an answer document or within an online test administration;
- Participate in, direct, aid, counsel, assist, encourage, or fail to report any of these prohibited acts.

ALL individuals who have the responsibility for handling assessments are accountable for all testing materials assigned to them before, during, and after the test administration.

Code of Ethics:

Standard 11 - Testing: An educator shall administer state mandated assessments fairly and ethically. Unethical conduct includes, but is not limited, to committing any act that breaches Test Security and compromising the integrity of the assessment.

Violations of the Code of Ethics, Standard 11, will be reported to the DOE and the PSC.

Irregularities/Invalidations:

Irregularities and/or invalidations that may occur during each testing window are handled immediately using the protocol provided by the Georgia Department of Education. The test examiner/proctor reports the incident to the school test coordinator who reports to the system test coordinator who reports the incident to the Georgia Department of Education Assessment Office. Any unethical behavior that may occur regarding testing policies and procedures is reported to the PSC Educator Ethics Division for possible further disciplinary action.

Procedures for Addressing Data Quality & Security Breaches

Any employee who suspects a breach in assessment security must immediately report the breach to their immediate supervisor. Failure to report suspected breaches in assessment security can have negative implications upon an employee. In addition, any investigation that results in a determination of guilt related to violations of assessment security can result in loss of employment and a report filed with the Georgia Professional Standards Commission, which may result in loss of a teacher's certificate.

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Georgia Department of Education (GaDOE) as inappropriate use or handling of tests and will be treated as such. Any concern regarding test security must be reported to the DTC who will report the incident to the GaDOE. The System Superintendent is notified of any situation involving an employee and the decision is made to report to Human Resources, if necessary. If there is a need to report to the Professional Standards Commission (PSC), the DTC will submit in writing an exact account of the events(s) as he/she knows them to Human Resources who will then submit to the PSC for investigation. Failure to safeguard test materials or to comply with test administration procedures could adversely affect an employee's certification status. Examples of common events that would lead to such reporting are listed below as outlined by the GaDOE Student Assessment Handbook:

It is a breach of test security if anyone performs any of the following:

- Coaches' examinees during testing, or alters or interferes with examinees' responses in any way
- Gives examinees access to test questions or prompts prior to testing
- Copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets
- Makes answers available to examinees
- Reads or reviews test questions before, during (unless specified in the IEP, IAP, or ELL/TPC), or after testing
- Questions students about test content after the test administration
- Fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing

(NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC)

- Uses or handles secure test booklets and answer documents for any purpose other than examination
- Fails to follow administration directions for the test
- Participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts
- Erases, marks answers, or alters responses on an answer document.

Under no circumstances may any tests be reproduced or duplicated for individual, or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws will be reported immediately to the GaDOE as well as to the PSC. All state assessments are overseen by the System Testing Coordinator (STC), and the School Test Coordinators and Principals ensure all procedures and policies are followed at the school level. All training, policies, procedures, and protocols are outlined by the GaDOE and can be located at <http://www.doe.k12.ga.us> and in the Student Assessment Handbook provided by the GaDOE.

GaPSC Code of Ethics for Educators (505-6-.01)

The GaPSC adopted an updated **CODE OF ETHICS FOR EDUCATORS (505-6-.01)** effective 2015. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct. While the entire Code of Ethics for Educators is critical, the following standard addresses testing specifically:

Standard 11: Testing – An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. Committing any act that breaches Test Security
2. Compromising the integrity of the assessment

The following portion of the Code of Ethics for Educators addresses reporting requirements and disciplinary actions that may apply to the assessment and accountability process for the testing program:

Reporting: Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the GaPSC must be in writing and must be signed by the complainant (parent, educator, or other LEA/school district employee, etc.).

Disciplinary Action: The GaPSC is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. *Unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);*

2. *Disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01).*
3. *Order from a court or a request from Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A § 19-6-28.1 and § 19-11-9-.3)*
4. *Notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance corporation (O.C.G.A. § 20-3-295).*
5. *Suspension or revocation of any professional license or certificate.*
6. *Violation of any other laws and rules applicable to the profession; and*
7. *Any other good and sufficient cause that renders an educator unfit for employment as an educator.*
8. *An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension, or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.*

The Code of Ethics for Educators can be found at
this link: <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

INTERNAL CONTROLS EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPLES

Internal Controls Procedures ~ (§Part 200)

Effective controls and accountability have been established and maintained for all federal program funds. The district has adequate safeguards for all property and has assured that all is used solely for authorized purposes. Internal controls such as policies, procedures, and best practices are in place to help program directors and the finance office achieve results and safeguard the integrity of their federal programs. The district's internal controls are in compliance with state and federal guidelines. The district has processes in place that provide for effectiveness and efficiency of operations, reliability of reporting for internal and external uses, and compliance with applicable laws and regulations.

Local education agencies (LEAs) accepting Federal funds must implement procedures to ensure appropriate fiscal management of funds to ensure that the expenditures charged to Federal grants are necessary, reasonable, and allocable. The Georgia Department of Education's direct cost calculation, chart of accounts, and Grants Accounting Online Reporting System (GAORS) used to draw funds and report when all funds have been expended (completion report) are resources to assist LEAs with fiscal management. DJJSS uses the chart of accounts, and Grants Accounting Online Reporting System (GAORS) provided by GADOE to plan, budget, expend, and drawdown funds. The Federal Programs Coordinator approves the Federal Programs budgets. Budgets are submitted and approved by the GaDOE.

Allowability

Allowability of Costs (CFR 200.302(b)(7))

Any purchases made with federal funds must follow the guidelines for allowable costs. The Department of Juvenile Justice School System Federal Programs division (including the Elementary and Secondary Schools Emergency Relief (ESSER) Fund grants) will follow Uniform Grant Guidance (UGG), guidelines as detailed in Education Department General Administrative Regulations (EDGAR), OMB Circulars (such as A-87), and applicable memos, letters, handbooks, and/or communication regarding allowable/unallowable purchases provided by the Georgia Department of Education (GaDOE). The appropriate program director/coordinator will direct any questionable expense to the GaDOE Area Program Specialist for that program for further clarification.

Financial Management-Process to Review Expenditures to Determine Allowability

The following procedures must be followed to ensure the proper handling of federal funds:

1. Each budget, after being prepared at the system or school level, is reviewed by the appropriate program coordinator to ensure alignment to system (CLIP) and school improvement plans (SIPs), revised as necessary, and approved by the program director. Once the system or school makes the necessary changes and the budget is submitted and approved by the GaDOE, each department or school completes requisitions in the school system's financial software.
2. **Requisitions** must include:
 - Complete vendor information including phone number (and fax number if applicable)
 - Ship to information including the address for the school
 - Sufficient detail to determine if each cost item is allocable, reasonable, and necessary.

- If a requisition is between \$3,500 and \$4,999, one quote must be obtained and attached to the requisition in the financial software. If a requisition is between \$5,000 and \$24,999, three quotes must be obtained and attached to the requisition in the financial software.
 - If the requisition is over \$25,000 solicitation and written bids must be obtained by the Office of Contract or a Sole Source
 - No purchase or contract shall be divided into parts for the purpose of avoiding the above requirements. The requisition is then sent to the appropriate federal program approvers using financial software.
3. The appropriate Federal Program Coordinator reviews the requisition to assure that the purchase is included in the Schoolwide/School Improvement Plan/Equity Plan and that the expense is allocable, allowable, reasonable, and necessary.
 4. If approved, the program coordinator then signs off on the requisition which forwards the requisition to the Financial Operation Personnel for approval and conversion to a purchase order using the financial software program.
 5. If rejected, a reason is entered in the Rejection Statement field that is then visible at the system and school level.
 6. The Financial Operation Personnel issues final approval and the financial software automatically sends the approved purchase order to the to place the order.
 7. When the ordered item arrives, the school or department compares what is received with what was ordered and the bookkeeper "receives" the item or items in the financial software. Any disputes are reconciled between the school bookkeeper and the vendor.

Requisition Process Flowcharts - See Appendix C

Invoices

The following procedures are followed for invoices:

- Receipt of Invoice: Invoice is received by bookkeeper and forwarded to Account Payable Specialist.
- As stated above, the school bookkeeper will match the order as he or she receives it with the purchase order and packing slip and will "receive" it in the financial software. The purchase order cannot be paid unless the item is received in the system.
- The Accounts Payable Specialist compares vendor invoices to purchase orders and packing slips (. If these items match, the invoice is entered as an account payable. If not, the Accounts Payable Specialist alerts the appropriate program/school bookkeeper or the appropriate program coordinator who work together to determine a solution.

Payment of Invoice

The following procedures are followed for payment of invoices:

- The Accounts Payable Specialist charges the expenditures to the proper fund/program designated on the purchase order by the Financial Operation Personnel in the system financial software.
- If invoices received that are charged to a federal program exceed the amount of purchase orders, the Accounts Payable Specialist alerts the supplier and determine a solution.
- Disbursement is not made until the invoice is validated and received on the system by the Financial Operation Personnel.

Necessary, Reasonable and Allocable Costs (CFR 200.403-200.405)

The following internal controls have been created and designed to provide reasonable assurance regarding the achievement of objectives in the compliance with applicable laws and regulations. Expenditure of federal funds must meet the clause of "allocable, reasonable, and necessary." When considering a purchase with federal funds, ask:

1. *Is the cost of goods or services chargeable or assignable to the federal award in accordance with relative benefits received (allocable)?*
2. *Do I have the capacity to use what I am purchasing (reasonable)?*
3. *Did I pay a fair rate, and can I prove it (reasonable)?*
4. *Does this expenditure exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost (reasonable)?*
5. *Is the proposed cost consistent with the underlying needs of the program (reasonable)?*
6. *Do I really need this (necessary)?*
7. *Do I need to spend these funds to meet the purposes and needs of the program (necessary)?*
8. *Is this expenditure related to an identified area of need in an improvement plan (necessary, allowable)?*
9. *Would I be comfortable defending this purchase (allocable, reasonable, and necessary)?*

Procurement Policy and Procedures ~ CFR §200.319(c)

The purpose of the policies and procedures for purchasing shall be to enhance the educational program through efficient and effective procurement of products and services that best meet the needs of the Georgia Department of Juvenile Justice School System while maintaining sufficient controls over the use of public tax funds. Purchasing practices shall conform to federal, state, and local laws, policies, and procedures and to ethical business standards. The DJJSS will follow all Department of Juvenile Justice protocols for procurement, which may include but not be limited to reviews by the Office Legal Services (OLS), Office of Contracts, and Finance Department (Procurement).

Procurement (CFR 200.319(c))

Micro-purchases, those less than \$5,000, shall be made with effort to provide the least expense to the district. Purchases shall be based on one or more oral quotations, when possible, to determine best price. Services, supplies or equipment estimated to cost \$5000 to \$24,999 will require three written quotes. Evidence of the quotes must be attached to the purchase order/requisition in the financial software program. All services, supplies or equipment estimated to cost over \$25,000 a solicitation and written bids must be obtained by the Office of Contract or a Sole Source. Evidence of the Bid or RFP must be attached to the purchase order/requisition in the financial software program. If purchases are made through RESA, compliance with the above procedures are not required. In compliance with Section 2 CFR 200.319, any purchases in excess of \$150,000 including contract modifications will require a cost or price analysis, sealed bids, and/or competitive proposals. Cost analysis means evaluating the separate cost elements that make up the total price, including profit. Price analysis generally means evaluating the total price.

Sole source bids may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.

2. The public emergency for the requirement will not permit a delay resulting from competitive bidding.
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requirements from non-federal entity.
4. After soliciting several sources, competition is determined inadequate.

Contract Administration

The DJJ Office of Contracts provides direction and assistance to DJJ School System for the development of new contracts and the renewal of existing contracts. All contracts are administered through a central processing point to ensure that the Department adheres to all local, state, and federal contracting standards and guidelines and monitors all contracts for measurable outcomes. The DJJ Office of Contracts is the central repository for contractual agreements (except for real estate lease agreements) administered by the Department, including Memoranda of Understanding (MOUs), Memoranda of Agreement (MOAs), Intergovernmental Agreements (IGAs), leases, and contracts for services. In addition, the DJJ Office of Legal Services (OLS) will review all contracts, memoranda of understanding, memoranda of agreement, and intergovernmental agreements.

Department of Juvenile Justice Contracts Administration (Policy #2.16): *See Appendices*

Suspension and Debarment ~ §180.220

The DJJ School System will not contract with any person or company that is debarred or suspended from receiving federal funds and maintains the following oversights to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts. The schools are responsible to ensure that the terms, specifications, and conditions of the contract are being met. If there is a problem noted, it is the responsibility of the school to notify the program director/coordinator regarding the situation.

The district maintains:

- A copy of the written, signed contract for services to be performed.
- Records on the services performed - date of service, purpose of service - ensuring that services are consistent and satisfactorily performed as described by the contract.
- Documentation that the contractor was not paid before services were performed.
- Records of all payments made to contractor.

Procedures to Support Suspension and Debarment

Payment of Outside Consultants and Tutors for the Title I Program

Outside Consultants and Tutors must have a signed contract on file in the Federal Programs Central Office before providing services. For each outside Consultant, Federal Programs must have a completed W-9 form, resume, BIO, or other appropriate evidence of qualifications. Outside consultants and tutors must go through an interview. An External Service Provider form and Contract with detailed deliverables as well as any other vendor information forms need to be submitted for review by the Federal Programs Coordinator and Finance Manager for review prior to approval by the Federal Programs Coordinator and Assistant Deputy Superintendent prior to approval by Finance.

Technical Evaluations of Competitive Proposals and Selecting Recipients (CFR 200.320(od) (3))

The DJJ School System shall ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured. The description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- Avoid providing detailed product specifications.
- When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description will be used to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers will be clearly stated.
- Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.
- Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

Compensation and Leave ~ \$200.430

Payroll

Federal program coordinators work with DJJ Office of Financial Services to ensure payroll reports are accurate. In addition, each program coordinator ensures that the number of federally funded employees is consistent with the approved application. Monthly payroll reports, expenditure summary and detail reports, and substitute reports will be used to ensure that each object code is accurate.

Time and Effort

Time and effort reporting is required when any part of an individual's salary and wages is charged to a federal program. Written internal controls are required to govern expenditures associated with time and effort. DJJ School System must keep careful documentation that proves time for which an individual is paid was spent in accordance with the purpose of the Federal Grant. Time and effort will be documented through the use of Semi-annual Certifications and/or Personnel Activity Reports (PARs). All time and effort reporting must:

- Be completed and dated after the fact (after the work has been completed)
- Be signed by the employee or, in the absence of the employee, a supervisor having direct knowledge of the employee's work.
- Account for the total activity for which the employee is compensated and supports the distribution of the employee's salary or wages among specific activities or cost objectives

if the employee works for more than one federal award or a federal award and non-federal award.

- Coincide with one or more pay periods.
- Be supported by documentation that indicates the charges are accurate, allowable, and properly allocated.

After-the-Fact Periodic Certification Procedures

Semi-Annual Periodic Certification forms for all federal programs will be distributed by the district Federal Programs Coordinator to the school principals to verify the employees job duties each semester in January and May. Periodic certification forms will be completed for those employees who are paid from one federal program or whose job duties are limited to the same cost objective all day even if they are split-funded. Principals and/or supervisors will certify that 100% of their job duties were related to activities in compliance with the specific program. The Federal Programs Coordinator maintains these copies as part of the documentation for the annual federal programs monitoring.

Personal Activity Reports (PAR) are completed after-the-fact for salaried employees that are split-funded when the employee does not perform their job duties under same cost objective all day. For employees that are required to keep a time log, the following applies:

- after-the-fact distribution of the actual activity of each employee
- account for the total activity for which each employee is compensated
- preparation at least monthly and must coincide with one or more pay periods
- signatures by the employee and dates

Conflict of Interest (CFR 200.318(c))

Standards of Conduct: Employees of the DJJ School System who are engaged in the selection, award, and administration of contracts shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.
- **Definition:** such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
- No employee, officer or agent may participate in selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest.
- Officers, employees, and agents of the DJJ School System may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
- Violation of these standards will result in reporting of said personnel to the Superintendent of Schools and if appropriate, local authorities. Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law.
- Any violation of these procedures must be disclosed in writing, in a timely manner. All violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award must be reported as failure to make disclosures can result in (remedies for noncompliance, including suspension and debarment).

Chain of Command for Reporting Potential Conflicts of Interest

Anyone who becomes aware of a potential conflict of interest related to the use of federal funds should report their suspicion to their immediate supervisor. If at the school level, it should be reported to the principal. The principal should report the suspected conflict of interest to the Regional Principal and ultimately to the Deputy Superintendent.

Definition of Nominal Items

Nominal items are those items that are less than \$100 in cost.

Best Practices for Avoiding Conflicts of Interest

The following best practices will be used to avoid conflicts of interest:

- Ensuring that all purchases follow the guidelines outlined in this document.
- Checking with supervisors when in doubt if a conflict of interest may occur.

Travel Procedures ~ §200.474(b)

Department of Juvenile Justice Employee Travel Regulations (Policy # 2.1): *See appendices*

Conference/Training Session Selection Procedure (In State)

Professional trainings or conferences must align with allowable initiatives identified in the district's Consolidated LEA Improvement Plan (CLIP) or school's Comprehensive Needs Assessment (CNA) and action steps listed in the School Improvement Plan (SIP) that result in increased student achievement. If a conference/training agenda is published prior to the event, each participant must submit an agenda to the grant administrator for approval with chosen sessions marked for professional learning activities. Staff members may select as many sessions as desired to account for full or cancelled sessions. The selections should be submitted for review no later than 30 (In State) school/business days (excluding holidays) prior to the start of the conference/training. Conference/training sessions guidelines:

- Sessions must align to identified needs in the school/district CN/CLIP and SWP/SIP.
- Multiple staff members attending the same conference/training should attend different allowable sessions to gain the maximum benefit of the conference/training.
- Sessions should be related to the grade/content area of the attendee (if applicable).
- Sessions should cover the entire length of the conference/training.

The Federal Programs Coordinator and Assistant Deputy Superintendent will review the selected sessions for allowability and alignment with the identified needs. The director of federal programs/coordinator will send approval paperwork to the staff member requesting the professional leave and copy their supervisor. Attending unallowable sessions may result in 100% of the conference/training registration and associated costs (travel, hotel, substitutes) being moved to General Fund.

Request Approval

The Federal Programs Coordinator must also ensure that the conference request is allowable, is reasonable and necessary, and meets the identified need. All conference attendance must be approved by the Deputy Superintendent.

Request for Attendance at Professional Conference/Workshop Form: *See Appendices*

Federal Programs Travel

All travel will follow the Department of Juvenile Justice's travel guidelines. Travel using federal funds requires pre-approval (for allowability of participant and activity) by the Federal Programs Director/Coordinator. Travel arrangements for allowable activities are made through the office of Federal Programs. Post travel expenses are submitted via paper reimbursement form with lodging receipts attached for documentation and processing. Expense Reimbursement Statewide Travel Regulations Per Diem Guidelines: The DJJ School System uses in-state travel allowance as dictated by the State Accounting Office (SAO) Travel Procedures for mileage, meals, lodging and other allowable expenditures.

- **Mileage** - Mileage allowance is the state of Georgia rate of mileage from work location to workshop/conference and return. This rate is subject to change. Odometer readings and the vehicle license number are required.
- **Parking Fees** - Parking fees at conference sites are reimbursable but require a receipt.
- **Meals** - Meals are reimbursed at the state of Georgia In-state per diem rates. Travel regulations have been revised to allow a higher meal reimbursement for high-cost areas in Georgia. Reimbursement in Atlanta, Augusta, Brunswick, Savannah, and out-of-state will be reimbursed at the In-State high cost per diem rates.
- **Lodging** - Lodging expenses may be reimbursed. You are required to attach your hotel receipt to your expense statement.

When registering for lodging, the employee should claim exemption from the local hotel sales tax. The appropriate form is available from the Central Office in paper form. Failure to submit the form at registration will result in the employee having to pay the hotel tax since it is not reimbursable. For non-overnight trips, traveler will receive 100% of the allowable per idem if travel is more than 50 miles from home or headquarters and are away for more than (12) hours.

Out-of-State Travel requests will not be accepted.

Professional Learning Redelivery

It is expected that each attendee redelivers the content of the professional learning to their department or school. Staff attending an out-of-state conference must submit the redelivery materials (agenda(s), and training materials) within 10 business/school days of returning to school.

See Appendix F – Request for Attendance at Professional Conference/Workshop

Stipends (GA 160-3-3-.04)

Stipends will be paid to certified personnel and paraprofessionals for having successfully completed previously approved learning opportunities that have occurred at any time during the

fiscal year outside of the employee's normal contract/work hours. The DJJ School System does not pay stipends for work on an award for performance. Any stipends awarded must be reasonable and necessary to the federal program.

Stipends will only be awarded if the following conditions exist:

- There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- The session facilitator will validate with signature that the professional learning is job embedded. The professional learning delivery model is considered job embedded if the following exist:
 - It is relevant to the individual teacher,
 - Feedback is built into the process, and
 - It facilitates the transfer of new skills into practice.

The Federal Program Coordinator will review the submitted documents and verify the professional learning is part of the schoolwide plan. Once approved, the coordinator submits the request for stipends to the payroll department with appropriate charge numbers and source documentation so that stipends can be processed. The stipends for staff members will be included in either a special payroll or monthly check.

Expenditures of Funds

The Federal Programs Coordinator advises the Deputy Superintendent of DJJ Schools as to the projected federal grant awards provided by GaDOE for the upcoming fiscal year beginning in June. Thereafter, the Deputy Superintendent confers with the DJJ Finance regarding the impact upon each department's projected monetary, as well as academic plans for the fiscal year.

Budgets

After approval of the Consolidated Application (ConApp), the Federal Programs Coordinator will submit budgets to the GaDOE for approval. DJ Finance will enter budgets into the financial system. The Federal Programs Coordinator will then review the budgets entered into the financial system against the consolidated application for accuracy and allowable use of funds. Any discrepancies between the entered budget in the local system and the consolidated application will be corrected prior to spending and draw-down of funds related to spending. Spending will follow the pre-approval process throughout the spending period.

The approval process for federal budgets is as follows:

- Award letters are sent to LEA/districts
- Schools are given the allocated dollar amount for budgeting
- The budget is entered into the GaDOE Consolidated Application (electronic grant application process) by the Federal Program Coordinator, or Bookkeeper, or authorized staff
- The budget is approved by the Federal Programs Coordinator
- The budget is approved by the Deputy Superintendent (budget may be rejected at this level and requests for revisions may be made)

- The budget is approved by the Program Specialist at the GaDOE (budget may be rejected at this level and requests for revisions may be made)
- The budget amount is approved by GaDOE Accounting

Monthly internal control reports will be analyzed for expenditures against budgeted funds. The Federal Programs Coordinator, along with Bookkeeper works with the Finance Department to compare detailed monthly expenditure reports with the budget submitted through the consolidated application, as well as periodic payroll reports. These are used to monitor expenditures and verify that the appropriate personnel are coded and paid from Title I-A, Title II-A, Title IV-A, Title V-B, and IDEA budgets.

Completion Reports

The Georgia Department of Education requires each local educational agency (LEA) receiving grant funds to submit a completion report no later than 30 days after the grant period ends. For Title I, Part A. Completion reports are due October 30. Completion reports may be accessed online through Grants Accounting Online Reporting System (GAORS). A completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA. Grants Accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA. The Federal Program Coordinator will work with the Finance Director to ensure that completion reports are submitted in a timely manner.

Completion Report Guidelines

Copies of the completion reports for the previous fiscal year will be kept on file in the Federal Programs Central Office and in the Finance Department.

- Accounting records to support the results of outlays (expenditures indicated in the completion report) will be kept on file in the Federal Programs Central Office and Finance Department.
- Copies of expenditure reports for the respective quarter for total expenditures reported to GaDOE will be kept on file in the office and Federal Programs Central Office and Finance Department.

Supplement Not Supplant Procedures

The Elementary and Secondary Schools Emergency Relief (ESSER) Fund grants are not required to comply with the Supplement Not Supplant procedures.

Federal programs (Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V Part B; Title X; and IDEA) expenditures are supplemental to those provided to school budgets from State and Local funds. Personnel are in addition to the number required to meet district maximum class size. Federal funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of Federal funds, be made available from non-federal sources for the education of students participating in the Federal programs. Federal Title funds are not used to take the place (supplant) of local, state, or other Federal funding. The programs/activities provide supplemental services to programs that are required by federal, state, and local law.

The Federal Programs Coordinator review budget requests, to include staffing, to ensure that supplanting is not taking place. Supplement in a schoolwide program is no longer determined at

the expenditure level. It is determined at the LEA level and looks to ensure non-federal funds are distributed to all schools across the LEA in equitable ways (allowability).

Federal Title Programs use the following questions to ensure that programs are supplementing, not supplanting. Responding “NO” to all the following questions:

- *Would other monies from the state, local or other federal resources have been used to pay for the item or services?*
- *Was the item or services provided with non-federal funds in the previous year?*
- *Was the item or services provided to participating children with Title I funds (Title I schools) and to non-participating children (non-Title I schools) with non-federal funds?*

Resource Allocation Methodology Plan (RAMP)

The Georgia Department of Juvenile Justice School System has a resource allocation plan in place and uploaded every new fiscal year in the GaDOE Consolidated Application (ConApp) to ensure that state and local funds and resources are equitably distributed to each of the school system's schools. Documentation is maintained to show that equitable distribution of resources to each of the district's schools is available. The plan allows the district to ensure that schools receive all the state resources they would have received if they did not participate in Federal programs.

The Department of Juvenile Justice operates short-term facilities (Regional Youth Detention Center's) and long-term facilities (Youth Development Campus). The long-term YDC's are designed to house youth who have been sentenced from one year up to five years. Our long-term facilities usually hold more students than the shorter term RYDC's and house students for much longer periods of time. Currently, the YDCs hold from 100 to 200 students. Because of that, our YDC's have Principals with Leadership credentials serving in school leadership positions. The only exception is Metro RYDC. The Metro RYDC can hold up to 200 youth - thus the need for a credentialed school leader. On the other hand, the RYDC's are short term facilities where a student might be detained for a few days but less than a year. There are some 30-bed RYDC's, 40-bed RYDC's, and 60-bed RYDC's. The Lead Teacher at the RYDC's is responsible for the day-to-day operations of the schools and may in fact teach several classes during the day. Regional Principals are hired to serve as regional education administrators for at least five (5) facilities. They are the facility's first line of support regarding education issues.

Because the Department of Juvenile Justice is a state agency and all facilities are not the same size, funding must reflect the numbers when it comes to spending. A 30-bed facility with three teachers would not be allocated the same amount of funds as a 60-bed facility with five or six teachers. When looking at the bed space at a facility, the agency must consider the cost per child and the number of youths served.

YDCs are long-term facilities with less student turnover than RYDCs. Therefore, the cost per pupil is higher in YDCs although less schools (6 in total). In addition, students in the YDCs have more of an opportunity to complete GEDs, Connections Graduate Program (CEP) program, High School diplomas and Technical Certificates of Credit. As part of the curriculum, students have the option of dual enrollment with CTAE programs partnering with Technical Colleges of Georgia and instructional supplies are provided by DJJ, therefore making the cost per pupil increase significantly.

Inventory Procedures and Equipment Disposition ~ §200.313(d)

(Please refer to the DJJ School Federal Program Inventory Procedures Handbook)

Items purchased with federal funds must be identified through an appropriate needs assessment process at each facility that assures the items to be paid for with federal funds are necessary, reasonable, allocable, and allowable. All equipment purchased with federal funds must be used in accordance with the regulations of the funding source. Once purchased, items must continue to be used for the identified purpose. The acquisition of property is managed according to the DJJ Requisition Process.

Management System

Federal Program (Title I, II, III, VI, V, IDEA) inventory is maintained by each facility in the DJJ School District. Equipment purchased with Title/Federal funds is permanently marked as such along with the fiscal year and FAIN number in which the equipment was purchased. Physical inventories are conducted annually by each facility and the District Technology Director and are subsequently monitored by the Federal Programs Coordinator or designated personnel.

Required Inventory Components {EDGAR 200.13(d) (1)(2)(3)(4), (e) (1)(2)}

- Description of the property
- Serial number or other identification number
- Funding Source
- Vendor
- Acquisition Date
- Cost of property
- Location of property
- Use
- Condition of property
- Disposition of the equipment including the date of disposal & sale price
- Federal Award Identification Number (FAIN)

Title I, Part A Inventory Review Guidelines Form – See appendices

Method for Documenting Use in Building

Any equipment purchased with Federal Title Funds must be reasonable and necessary to implement a properly designed program for Federal Title Program participants. However, under some circumstances, equipment purchased as part of a properly designed Federal Title Program may, without constituting an improper expenditure, be used on a less than full-time basis. That equipment could be made available for other educational uses without interfering with its use in the Federal Title Programs. Equipment could be used on other projects or programs currently or previously supported by the federal government, “providing such use will not interfere with the work on the projects or programs for which it was originally acquired.”

LEAs should be judicious in applying these standards. Absence of actual evidence to the contrary, the standards will have been presumed to be met and the use of equipment is proper if use does not exceed 10 percent of the time the equipment is used in Federal Title Program activities. However, use above that amount in non- activities in Federal Title Programs is not necessarily

improper if the standards are met on a case-by-case basis. The use of Federal Title Programs equipment in Targeted Assistance Program schools must be done in a manner that protects the integrity of the equipment as an expenditure. Accordingly, the LEA must ensure and document that:

- The Federal Title Programs equipment is part of a project that has been properly designed to meet the special educational needs of educationally deprived children.
- The equipment purchased with funds from Federal Title Programs is reasonable and necessary to operate the LEA's Federal Title Programs projects without regard to any use in non- Federal Title Programs activities.
- The project has been designed to make maximum appropriate use of the equipment for Title I purposes; and
- The use of the equipment in non-Title I activities does not decrease the quality or effectiveness of the Title I services provided to Title I children with the equipment, increase the cost of using the equipment for providing those services, or result in exclusion of Title I children who otherwise would have been able to use the equipment.

All Title I schools are required to label all Title I equipment. When feasible, all Title I equipment is to remain in the Title I teacher/ Lead Teacher's classrooms. All Title I equipment placed in the media center/library must be kept in a separate area, labeled, and a check-out ledger must be maintained.

Physical Inventory

Off-site Use of Equipment

*No equipment will be taken for use off site without the consent of the Principal/Lead Teacher.

All equipment purchased with Federal Title Programs funds are inventoried annually. A report is filed in the Federal Programs Central Office. Inventory includes the dates of the inventory, person conducting the inventory, serial numbers when appropriate, location of inventory, status of the inventory and additional information as needed.

Equipment Disposition

1. When original or replacement equipment acquired under a grant or sub grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:
 - a. Items of equipment with a current per-unit fair market value of less than \$5,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency.
 - b. Items of equipment with a current per unit fair market value more than \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
 - c. In cases where a grantee or sub grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub grantee to take excess and disposition actions.
2. A Disposition Form distributed by the Federal Programs Coordinator is completed for equipment to be disposed. The form must be fully completed, including the asset description (or attach a sheet to this form of the asset), description of the asset, serial

number, value of asset, date acquired, and fund source. All Disposition Forms will be filed with the principal/lead teacher/director of each designated facility and a copy forwarded to the Federal Programs Director/Coordinator.

Theft or Loss of Equipment

The disposition of items that may be lost, stolen, transferred, sold as surplus, or discarded should be so noted on the federal equipment inventory maintained by the school. The recipient should include the date of disposal and sales price, or the method used to determine current fair market value if the recipient compensates the state. The LEA must maintain records documenting the serial number or other information identifying the specific item sold, the sale price, and any reimbursement to the federal program. The records also should describe whether the items that were not sold were repurposed, retained, or discarded. A record of the date, reason, and method of disposal or sale must be maintained with the equipment inventory. The Report of Loss, Damaged or Stolen Property Form is distributed by the Federal Programs Director/Coordinator.

Cash Management (CFR 200.302(b)(6)) (CFR 200.305)/Drawdown of Funds (CFR 200.305(b)(3))

Draw Down Procedures

Grant drawdowns will be done each month to reimburse grant expenses incurred during the month the drawdown is being claimed. -These drawdowns will occur once funds are made available in the Team Works system. Until funds are available, the DJJ School System will forward the funds for the grants to be reimbursed later.

The Budget Manager designee will use the accounting software to submit to the appropriate federal grant administrator the detail and total of the month's expenses in the grant along with a Federal Programs Fund Request to obtain signed approval to make the drawdown.

Upon approval, the drawdown will be submitted into the Team Works system by the Finance Department. Federal Programs expenses will be reimbursed based on actual expenses charged to the funds' respective fund codes until a budget is approved by GaDOE and appropriate percentages are obtained.

Funds are drawn down based on actual program expenditures. It is the responsibility of the appropriate federal program director to work cooperatively to review all expenditures on a monthly basis after budget approval before funds are drawn down from Team Works.

Moreover, the following practices are observed:

- The Federal Programs Coordinator must reconcile respective budgets monthly to ensure that all expenditures charged to their program are allowable.
- The Federal Programs Coordinator will perform periodic reviews of the general ledger, including federal accounts and fund sources.
- The Accounting Specialist runs a monthly report out of the financial software Team Works to drawdown funds. The Federal Programs Coordinator or their designee will sign a printed copy, verifying the accuracy of the report.
- Funds are drawn down monthly based on actual expenditures and on a reimbursement basis only.
- The Federal Program Coordinator, signs and dates the report.
- The Accounting Specialist logs into the appropriate agency.

- When the drawdown is received into the district's bank account, the Accounting Specialist will post payment into the existence grant receive.
- The General Ledger Accountant will reconcile all bank statements and performs periodic review of the general ledger.
- There is no cash involved as all drawdowns are directly deposited into the system's bank account.
- Federal program director ensure that equipment/supplies are purchased and received during the period of performance of the grant award.
- The school system does not request advance payments for federal fund disbursements, only reimbursements.
- All reporting documentation is kept in accounting and is available for review upon request.

At year end reconciliation for Team Works grants, a report is printed from the accounting software along with the Consolidated Application, and the Federal Program Director/Coordinator reviews and signs off that the completion report may be entered. After data is entered, the reports are given to the Deputy Superintendent for review and approval. The Accounting Specialist will then submit to GaDOE. The original is kept on file in the accounting office and a copy is made for the Federal Program Director's file for monitoring.

Segregation of Duties/Separation of Functions

Incorporated in the following processes, as well as in the district and school procedures are systems of checks and balances. To accomplish separation of duties, duties are divided among different individuals and offices to reduce the risk of error, or appropriate action. Steps are also taken to demonstrate the checks and balances are in place so that persons responsible for transactions are checked or reviewed by someone else or another office, and no single office or person can exercise the function or authorizing payments and disbursing payments.

JOB ROLES	JOB DUTIES							
	Enter Requisition	Approve Requisition	Source Requisition/ Dispatch PO	Receive Goods	Sign Packing Slip	Approve Invoice	Process Receipts in TeamWorks	Process Voucher in TeamWorks
Approver (Facility)	X	X	X	X	X	X	X	X
Requestor (Facility)	X	X	X	X	X	X	X	X
Buyer (Facility)	X	X	X	X	X	X	X	X
Receiptor (Facility)	X	X	X	X	X	X	X	X
Voucher Processor (Central Office)	X	X	X	X	X	X	X	X

X = Individual can perform the job duties
 X = Individual can perform the job duties depending on staffing
 X = Individual cannot perform the job duties

Ethics, Fraud, Waste, Abuse and Corruption

The Georgia Department of Juvenile Justice School System follow all laws pertaining to Fraud, Waste, Abuse and Corruption as regulated by the Federal Government.

§200.113 - The Non-Federal entity or applicant for a federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award.

Failure to make required disclosures can result in any of the remedies described in §200.338 Remedies for noncompliance, including suspension or debarment.

The Federal Programs Coordinator reviews the Ethics, Fraud Waste Abuse and Corruption policies with all DJJ School System administrators during the Annual DJJ School System Professional Development Conference held in the summer. In addition, at the beginning of every school year the Ethics, Waste, Fraud and Abuse and Corruption Policy power point is reviewed with faculty by the school Principal/Lead Teacher. A copy of the power point, agenda and sign in sheet including attestation statement signed by every education staff person and is to be kept on file at each school and submitted to the Federal Programs Coordinator verifying that the Policy has been reviewed by school staff.

Fraud, Waste, Abuse and Corruption Administrative Regulations

- **Reporting Suspicion of Activities Purpose:** To ensure the reporting of suspicious fraudulent activity and provide employees, clients, and providers with confidential channels to report suspicious activities of fraud, bribery, or gratuity violations to the DJJ School System.
- **Definitions**
 - *Fraud* - A false representation of a matter of fact, whether by words or by conduct, or concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds from federal grants.
 - *Waste* - The thoughtless or careless expenditure, consumption, mismanagement and use of resources owned or operated by the district. Waste also includes incurring unnecessary costs because of inefficient practices, systems, or controls.
 - *Abuse* - The excessive or improper use of something, or the use of something in a manner contrary to the natural or legal rules for its use; the intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse of resources owned or operated by the school district.
- **Statement of Administrative Regulations:** The DJJ School System thoroughly and expeditiously investigates any reported cases of suspected fraud, waste, abuse, or corruption to determine if disciplinary, financial recovery and/or criminal action should be taken.
- **Confidentiality:** All reports of suspected fraud, waste, abuse, or corruption must be handled under the strictest confidentiality. Only those directly involved in the investigation should be given information. Information may remain anonymous but persons reporting information are encouraged to cooperate with the investigators and should provide as much detail and evidence of alleged fraudulent act as possible.

Fraudulent Activity

Employees who suspect that financial fraud, impropriety, or irregularity has occurred shall immediately report those suspicions to their immediate supervisor and the Deputy Superintendent, or designee, who shall have the primary responsibility for initiating necessary investigations. Investigations shall be conducted in coordination with legal counsel and/or other internal or external departments or agencies as appropriate.

- Behaving in a dishonest or false manner in relation to the Georgia Department of Juvenile Justices' assets, including theft funds, securities, supplies, or other school system properties.

- Authorizing or receiving payments for goods not received or services not performed.
- Authorizing or receiving payment for hours not worked.
- Forging or altering financial documents or accounts illegally or without proper authorization.
- Improperly handling or reporting of financial transactions.
- Personally, profiting as a result of insider knowledge.
- Disregarding confidentiality safeguards concerning financial information.
- Violating conflict of interest policies.
- Mishandling financial records or DJJ School System assets (destroying, removing, or misusing).

Statement of Administrative Regulations

The DJJ School System thoroughly and expeditiously investigates any reported cases of suspected fraud to determine if disciplinary, financial recovery and/or criminal action should be taken.

Confidentiality

All reports of suspected fraud must be handled under the strictest confidentiality. Only those directly involved in the investigation should be provided information regarding the allegation. Informants may remain anonymous but should be encouraged to cooperate with investigators and should provide as much detail and evidence of alleged fraudulent acts as possible.

Procedures and Responsibilities

Anyone suspecting fraudulent activity should report their concerns to the supervisor at the school. Any employee with the DJJ School System (temporary staff, full-time staff, and contractors) who receives a report of suspected fraudulent activity must report this information within the next business day. Employees have the responsibility to report suspected fraud. All reports can be made in confidence. The DJJ School System shall conduct investigations of employees, providers, contractors, or vendors. If necessary, the person reporting will be contacted for additional information. Periodic communication through meetings should emphasize the responsibilities and channels to report suspected fraud.

Within District Allocation Procedures/Eligible Attendance Area

Attendance Area Determination

An LEA must allocate Title I, Part A funds to participating school attendance areas or schools, that will enable the school(s) to implement a viable Title I academic instructional program that must cover all the required components for a targeted assistance or schoolwide program. To determine the how the funds will be allocated, the LEA must determine eligible attendance areas and rank order of its schools.

Procedures for Population/FTE Count for Department of Juvenile Justice:

The Georgia Department of Juvenile Justice Annual Enrollment Report FY22 Form is used to report this information (see Appendices)

The Department of Juvenile Justice School System annually submits FTE data to the Georgia Department of Education. On the day of the Fall FTE-I count date (the first Tuesday of October), DJJSS submits FTE data count for all students enrolled in the Youth Development Campuses, and FTE data for special education students enrolled in the Regional Youth Detention Centers. No FTE data are submitted for the Education Transition Centers. Because none of the RYDCs' regular education students are captured in any state verified document, it is difficult for the Title I personnel to determine rank order service of the schools operating within the DJJSS. To rectify this issue, the following procedures are now in place. This will foster a systematic procedure between GADOE and DJJSS to accurately identify all eligible students enrolled in DJJ schools.

1. The Georgia Department of Juvenile Justice School System will be provided a template by the Georgia Department of Education to verify population count in lieu of FTE count.
2. DJJSS will capture the count of all students enrolled in each of their schools on the first Tuesday of every October (same as FTE-I Count Date).
3. The count will be verified and signed by the Deputy Superintendent and/or the Commissioner of the Georgia Department of Juvenile Justice.
4. The signed form will be attached to the Title I Attachment Tab as certification/verification of the enrollment numbers entered into the appropriate budgeting tabs.
5. These numbers will be used to complete the eligible attendance area and school allocation tabs on the Title I Consolidated Budget Application for the following school year as rank order is established with enrollment figures from the previous fall each year.
6. Since all student enrolled at a DJJ school are court placed, they are considered wards of the state and thus categorized as free lunch eligible students. Thus, the total enrollment count will be reported as poverty students in the eligible student and school allocation tabs to determine rank order service for Title I schools.

Title I, Part A funds are used to fund all schools in the Georgia Department of Juvenile Justice School System as Schoolwide Schools. DJJ School System. Per pupil amounts are allocated to schools in rank order of poverty based on the number of children from low-income families who reside in eligible attendance areas. The per-pupil amount is multiplied by the number of low-income students to arrive at the school allotment. The DJJ School System strives to ensure that the per-pupil allocation is large enough to provide a reasonable assurance that each school can operate its Title I program of sufficient quality. Schools must submit a written description of their expenditure requests. Based on their School Improvement Plans (SIPs).

DJJ Enrollment Reporting Procedures - See Appendices

Procedures for Determining Carryover

The Federal Programs Coordinator and Bookkeeper will track the spending of each Federal program/school through the year via budget sheets. As funds are expended, calculations are made near the end of the school year to determine that no more than 15% will be carried into the following year.

Procedures for Calculating Funds for Parental Involvement

An LEA/District with an allocation in excess of \$500,000 first must determine the percentage of its Title I allocation that it wishes to reserve for parent engagement activities. That percentage must be at least one percent of the LEA's Title I allocation and may be more.

The DJJ School System does not meet the \$500,000 requirement to set aside 1% of its Title I allocation for parent engagement activities.

TITLE I, PART A: IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

Title I, Part A is a part of the Elementary and Secondary Education Act of 1965 as amended by Every Student Succeeds Act (ESSA). This Act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards. LEAs target the Title I, Part A funds they receive to public schools with the highest percentages of children from low-income families. These funds may be used for children from preschool aged to high school. Title I, Part A is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I, Part A programs must be based on effective means of improving student achievement and include strategies to support parental involvement. Under Title I, Part A local educational agencies (LEAs) are required to provide services for eligible private school students, as well as eligible public-school students. These services must be developed in consultation with officials of the private schools. The Title I service provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school.

The DJJ School System made the decision to become a schoolwide district rather than to continue targeted assistance programs. All twenty-five (25) schools in the DJJ School System are Title I Schoolwide Schools. The DJJ School System based this decision partly on the economic status and direct need to allow all children and all parents an opportunity to have equal access to all related Title I assistance.

In becoming and maintaining a schoolwide district, the DJJ School System maintains the process listed below.

School Responsibility:

- Present schoolwide information to parents and staff.
- Assemble a committee of stakeholders to include, but not limited to principal, teachers, parents, business partners, etc., to assist them in developing a Comprehensive Needs Assessment (CNA) to identify school needs.
- Develop a School Improvement Plan (SIP) to address the needs of the school and align with district goals.
- Assemble committees to write and approve plan.
- Maintain sign-in sheets, agendas, meeting minutes for each committee meeting.
- Post a written plan in a language that parents can understand.
- Create and maintain budgets that support activities and instructional materials that relate to the SIP.
- Monitor the Title I program in the school.

District Responsibility:

- Assemble stakeholders to develop a Comprehensive Needs Assessment (CNA) of the district.

- Use the information from the CNA to create the District Improvement Plan (DIP) and align to the Strategic Plan.
- Share the DIP with schools, community, and the state through the submission of the CLIP.
- Create and maintain budgets that support the District and School Improvement Plans.
- Maintain the intent and purpose of each federal program that is consolidated under Schoolwide Plans.
- Uphold requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, and comparability of services.
- Monitor programs for effectiveness and fidelity.

Continuation Requirements:

- Maintain documentation related to three core components (comprehensive needs assessment, comprehensive school plan approved by the local Board, annual evaluation of program effectiveness).
- Use Title I funds to supplement educational services and not supplant those funds that would, in the absence of Title I funds, be made available from non-Federal sources for the school. Funds that would normally flow to the school from non-Federal sources must continue to be provided to the school.
- Conduct an annual evaluation of the implementation of, and results achieved by, the School Improvement Plans. This evaluation must determine whether the SIP the achievement of students in meeting the Georgia Standards of Excellence (GSE), particularly those students and subgroups who had been furthest from achieving the standards.
- Review and revise the plan as necessary based on the results of the evaluation to ensure the continuous improvement in student achievement.
- Make the plan available to LEA, parents, and the public.

Title I – Part A: Notice to Parents

The DJJ School District will notify parents of participating English Language Learners (ELLs) not later than 30 days after the beginning of the school year. For those students who have not been identified as ELLs during such school year, the district will notify the children's parents during the first 2 weeks of ELL being placed in a supplemental language program funded by Title I or Title III. The notification will also inform parents that they have the right to remove their child from the program immediately upon request; that they have the right to decline enrollment of their child in the program or choose another program or method of instruction, if available; and assistance is available in selecting among various programs and methods of instruction, if more than one program or method is offered by the District. Evidence of notification must be in English and in a format and language the parents can understand, and method of delivery must be secure to protect the privacy of student information.

Parent and Family Engagement

The Georgia Department of Education's Family-School Partnership Program ensures that Title I, Part A parent and family engagement regulations are met with meaningful and strategic actions to build parent and school staff capacity as mandated by the Elementary and Secondary

Education Act (ESEA) of 1965, as amended by Every Student Succeeds Act (ESSA) of 2015. Schools and districts must ensure that strong strategies are in place to:

- Build capacity to engage parents/stakeholders in an effective partnership with the school; and
- Share and support high student academic achievement.

Meaningful Consultation with Parents, Families, and the Community

Parent and Family Engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success. The Department of Juvenile Justice School System believes that parents are full partners in their child's education and should be included in the decision making and advisory committees to assist in the education of their child. We affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage involvement in all areas of their children's educational experiences.

Parents are notified by various ways (website, emails, flyers, phone calls, in person) that they have the right to participate and become involved in the decision-making process at Title I schools. All parents are invited to participate in parent and family engagement activities and are provided multiple opportunities throughout the school year to offer meaningful input into the revision and development of the components below:

- Building Parent and Staff Capacity
- The School Improvement Plan
- The Title I Parent and Family Engagement policy
- The District Parent and Engagement Plan
- The school-Parent Compact
- The 1% set-aside for parent and family engagement activities

Family Engagement Coordination and Implementation Procedures

Schools are required to maintain documentation that ensures the six standards of parent and family engagement are provided. This is incorporated in Title I Parent-School Partnership Program guidance provided by GaDOE and is shared with liaisons. Documentation includes sign-in sheets, agendas, meeting minutes, and communication with parents.

Six Standards of Parent and Family Engagement:

1. Welcoming All Families into the School Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking up for Every Child
5. Sharing Power
6. Collaborating with the Community

LEA Technical Assistance to Schools

DJJ Federal Programs provides regular and ongoing technical assistance to schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement policies/plans, school-parent compacts, all Title I, Part A, Section 1116 requirements, and the notice to parents of participating English Learners in supplemental language instruction programs as described in Section 1112(e)(3). The Federal Title Program Director/Coordinator meets with the School Family Engagement Liaisons to examine and discuss the components of the Parent-School Partnership Program.

District/School Parent and Family Engagement Policies and Parent-School Compacts are reviewed and revised annually with parents/guardians and other stakeholders (teachers, principals, administrators, and other school personnel).

Examples of policies, plans and documents are shared with the parent liaisons. Review and monitoring of these components and best practices are shared with coordinators to ensure that procedures for implementing Title I Requirements are followed. The Federal Title Program Director/Coordinator also communicates with the school principals (emails, checklists, school visits or on site and virtual meetings) to review documentation and compliance. Agendas and sign in sheets are kept on file to document meetings; copies of emails and checklists are also kept on file.

Annual Title I Meet and Parent Meetings

All DJJ schools are Title I schools and therefore are required to hold an annual meeting within the first 4-6 weeks of school. The focus of the meeting shall be to inform parents of the requirements of the parental involvement provisions of ESEA, the school's participation under such provisions, and the parents' right to be involved in the education of their children. The annual meeting is held at a convenient time, and the school must invite, and encourage the attendance of all parents of participating children. It is the responsibility of the principal/lead teacher, in coordination with the Parent and Family Engagement Liaison, to arrange meeting times and invite all stakeholders to the meeting. The Parent Liaison will be responsible for collecting and submitting documentation of the required Title I annual meeting, including a copy of the sign in sheet, agenda, and minutes to the Federal Programs Director/Coordinator. Meetings are also announced to parents and families via paper copies, email, phone calls and newsletter. In addition, the schools must hold a flexible number of additional meetings at convenient times (e.g., in the morning, in the evening) to draw as many parents as possible. Annual meetings should not be used for a formal input opportunity; rather an avenue to build parent capacity.

Correspondence in Other Languages

When indicated that parents/guardians need correspondence in another language, to the extent practical, efforts are made to provide either written support or support through an interpreter. Should translation assistance be needed for specific languages, Curriculum and Instruction will help with coordination. Language interpreters such as AdAstra provides language interpreters in more than 20 languages and dialects for parents of students with disabilities. They also provide American Sign Language (ASL) for Deaf Hard of Hearing Students (DHH). All services can be provided face to face, telephone interpretation (OPI), video chat platform (VRI), Conference Interpretation for IEP meetings, remote simultaneous interpretation (RSI) real time interpretation to video calls on Zoom or other platforms. All interpreters are nationally certified.

Distribution in Multiple Ways and Accessibility – Direct, Two-Way Communication

The DJJ Schools must provide documentation of convening an Annual Title I Meeting at a convenient time to explain Title I requirements and the right of the parents to be involved. Additionally, the schools must demonstrate multiple ways that the Parent and Family Engagement Policy and Compact are distributed to parents and families. The Annual Title I meeting may be one method of distribution of the District and School Parent and Family Engagement Policies and the School-Parent Compacts. Additional methods of distribution include copies sent home with students; copies posted on social media; school websites; Parent/ Family Capacity meetings; Parent Resource Centers and through emails. Documentation for distribution could include agendas, sign in sheets, meeting minutes, screenshots, email or text messages with attachments, or photographs.

Parent and Family Engagement Policy

The DJJ School System has an on-going commitment to the parents and families of our youth. Parent and family engagement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that our Title I parents and their children receive extraordinary services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child's success in school. As a conduit for their children's success, the district will assist and support parents and families in their ongoing commitment to their child's success. It has become evident, and research shows that a parent can be the foremost factor in ensuring that their children accomplish and excel in the goals they set. The goal of the DJJ School System is that parents of Title I children will be actively involved in the development and review of the Title I Parent and Family Engagement Policy. The district provides coordination, technical assistance, and other necessary support in the planning and implementation of parent engagement activities. The district encourages parent engagement and supports the partnership between home, school, and community by providing information about curricular expectations, student performance, and providing training and materials for parents to help their children. DJJ schools shall ensure that all Parent and Family Engagement Policies meet all of the requirements of Every Student Succeeds Act (ESSA).

Input: Title I, Part A, Section 1116 of Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with parents and family members of all participating children the district-level and school level parent and family engagement policies and plans, a school-parent compact, training to build school staff capacity, and a budget for the one percent set-aside for parent and family engagement activities. Methods of providing input to parents and family members can include Input Meetings; Surveys; Open discussion forums; and online opportunities.

The schools will hold an annual meeting, at minimum, of parents, guardians, and other stakeholders for review of the parent and family engagement policy at the individual schools. Parents, guardians, and stakeholders will be notified by invitation sent to each individual school. Parent notices will be sent home from the school. The school policies are typically reviewed at the Annual Title I Meeting in the fall. It is the responsibility of the principal in coordination with the Parent and Family Engagement Liaison to make sure that all Parent and Family Engagement Policies and School-Parent-Student Compacts are reviewed and revised annually during the

months of June, July, and August. The revision date will be clearly marked on each plan. An invitation will be given to all stakeholders in the school and meeting dates will be given in school newsletters and on the DJJSS website Federal Programs page. Invitations will be sent home to all parents. The school Parent and Family Engagement Liaison will be responsible for setting up the meetings and collecting the required information (agenda, meeting notes, and sign in sheets). Policies will include the required components of the parent engagement checklist. Parents that are unable to attend the meeting will be given the opportunity to provide input regarding the plan before the final plan is approved. Copies of the plans will be made available in the school's office for those that wish to provide input and were unable to attend. Policies will be reviewed by the Federal Title Program Director/Coordinator during on-site/virtual monitoring. Plans include activities/workshops that have been identified and requested through the previous year's annual parent engagement survey. School improvement and parent engagement plans are distributed to parents within a timely manner (before to November 1st) through the following mediums, posted on the website, available at the school or hard copies may be sent home upon request.

Both District and School Family Engagement policy review and revision will be conducted through a team approach, where the committee may elect to divide into subgroups to review the different areas of the plans and report back to the entire group or the committee may elect to review and revise the plan as a whole and determine revisions from such a standpoint. The manner of revision can be determined by the committee to utilize time effectively and efficiently.

The following documentation will be maintained for the both District level and School level to ensure that the parent engagement plan was reviewed and revised jointly with the parents, guardians, and stakeholders: Copies of invitations, meeting agendas, sign-in sheets, and parent/guardians/stakeholder feedback documentation.

School-Parent Compacts

All Title I schools are required to have School-Parent Compacts. A School-Parent Compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach grade-level standards. This written agreement will identify and outline those activities the school's staff, parents, and students will use to build a partnership and the activities they will undertake in their shared responsibility to improve academic achievement and to help children achieve to the state's high academic standards. The school-parent compact shall contain all required content sections tied to school improvement goals that address the shared responsibility of the parent, student, and school.

The school-parent compact will describe, at a minimum:

- The school's responsibility to provide students with high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I, Part A to meet the state's academic achievement standards.
- The ways in which parents will be responsible for supporting their children's learning.
- The importance of communication between teachers and parents on an ongoing basis through such activities as, at a minimum: (1) annual parent-teacher conferences; (2) frequent reports to parents on their child's progress; and (3) reasonable access to staff, opportunities to volunteer.
- Goals and objectives tied to the school improvement plan and the shared responsibilities of the parent, student, and school in efforts to meet the established goals

The district will provide technical assistance to the schools in development of the School-Parent-Student Compact to ensure all Title I required components are present, goals from the school improvement plans are present, and responsibilities of each participant is clearly and concisely reflected in the compact. Annual review of the components to be included in the Compacts will be conducted prior to the beginning of the school year with the Principals/Lead Teachers of each school by Federal Title Programs Director/ Coordinator. This initial refresher will typically take place during the summer prior to the beginning of the school year. Other avenues of technical assistance will be provided via e-mail, site-visits, virtually, and from one-on-one assistance provided to the Regional Principals, Principals/Lead teachers/Parent Liaisons.

Input: Parents and guardians will be given opportunity to have input and provide feedback into the development, review, and revision of the School-Parent-Student Compact. During the Spring parent surveys and feedback forms are sent to all parents in the school announcing meeting dates which occur in June and July. Parents and families are notified through school newsletters, flyers, invitations, phone calls, email. The Parent and Family Engagement Liaison are responsible for setting up the meetings and collecting the required Information (agenda, meeting notes, and sign in sheets, handouts).

Each participant must have a separate signature and date line in the Compacts. Compacts will be distributed to all parties involved for signatures in the fall of the year. Copies of the signed parent compacts are kept on file at the school and a copy is filed with the Federal Title Programs Director/Coordinator.

Building Capacity

The DJJ School System believes in the value and utility of parental involvement and the system has the skills necessary to help parents become equal partners in the education of their children. The DJJ School District complies with Title I, Part A, Section 1118 (e) of the Elementary and Secondary Education Act of 1965 which requires that the six SHALLS stated in the law under Building Capacity for Involvement are met as well as documented.

School Staff Capacity

For school staff members to provide effective parental/family engagement activities, they first must be provided with resources and education on building capacity. Four times a year, each Title I school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents, in the value and utility of contributions of parents. They will be provided information in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school - Section 1116(e)(3).

Parent Capacity

For parental/family engagement to occur and to be meaningful and effective, parents must have the capacity to be involved in the education of their children. Throughout the school year, the school will work with parents to help them become equal partners with the school, monitor their child's progress, and teach them ways to help support their child to achieve academic success. Parents are given opportunities to provide feedback and input into the types of activities that are most helpful to them through the use of surveys and input at meetings.

Procedures for Building Capacity

The Georgia Department of Juvenile Justice School System and schools shall:

1. Provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child's progress and work with educators to improve the achievement of their children.
2. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
3. Educate teachers, pupil services personnel, principals, and other staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs, and activities with Head Start, Even Start, Home School Programs, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parent of participating children in a format and, to the extent possible, in a language the parents can easily understand.
6. Provide such other reasonable support for parental involvement activities under (ESEA Sec. 1118. Parental Involvement) as parents may request.

SCHOOL IMPROVEMENT 1003(A)

The Georgia Department of Education's Office of School Improvement provides a statewide system of support and process for school improvement. Programs include the Division of School and District Effectiveness and the Division of Teacher and Leader Effectiveness. Their function is to provide helpful tools, resources, and professional learning. In addition, they collaborate with other entities within the Georgia Department of Education and external agencies such as the Regional Education Service Agencies (RESAs), the Georgia Learning Resources System (GLRS), and colleges and universities to provide district and school support. While the Division of School and District Effectiveness works with all Georgia districts and schools, the primary focus is on those schools experiencing achievement challenges:

- Priority Schools
- Focus Schools

Interventions for LEAs

The DJJ School District uses evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards. Georgia standards are reviewed for revision on a regular cycle to stay current with an ever-changing, fast-paced, and technological global society. Additional instructional interventions are provided to help students improve in an area of need (e.g., after school tutoring instruction, etc.)

Interventions

- Are aligned to the curriculum
- Address the students' prioritized needs that have been identified through data.
- Are supported by research
- Are innovative and differ from regular classroom instruction
- Are attainable and sustainable with the resources that are available, (e.g. human, financial, time, etc.)
- Support performance standards-based teaching and learning.
- Occur outside of the regular instructional school day.
- Are facilitated by qualified educators
- Are monitored regularly to determine impact on student learning

SCHOOL IMPROVEMENT 1003(G)

The 1003(g) School Improvement Grant (SIG) is a competitive multi-year grant that provides funds to LEAs to improve student achievement in selected Priority schools through the implementation of a reform model that is in alignment with the US ED SIG Guidance and Assurances. Only Priority Schools are eligible to compete for the SIG 1003(g) grant. The awarded schools receive SIG funds 1003(g) to implement a school intervention model.

The Georgia Department of Juvenile Justice School System does not have any SIG Schools at this time.

TITLE IX, PART A – SERVICES FOR HOMELESS CHILDREN AND YOUTH

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children, and youth.

DJJ School District does not have homeless students. Georgia Department of Juvenile Justice School System (DJJ) students have been committed to the care and custody of DJJ. Youth are not eligible under the McKinney-Vento Act while they are in confinement.

TITLE I, PART D - SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN

General Information

Title I, Part D of the Elementary and Secondary Education Act of 1965 (ESEA) consists of two subparts:

- **Subpart 1** is the state agency (SA) Neglected and Delinquent grant program. (DJJ/DOC)
- **Subpart 2** is the local educational agency (LEA) program (school districts).

Both subparts are formula grants based upon the number of students residing in institutions for neglected or delinquent children.

Purpose of the Program

The purpose of Title I, Part D is to:

1. Improve educational services for children and youth in local and State institutions for neglected or delinquent children and Youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet.
2. Provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and
3. Prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.

Use of Title I, Part D, Subpart 1 funds

The Georgia Department of Juvenile Justice School System receives Title I, Part D, Subpart 1 grant funds to support educational and transition services for all twenty-five (25) DJJ schools and four (4) Education Transition Centers (ETCs). This funding is and can be allocated to supplement schools, ETC and programs in providing academic support and transition to:

- Children and youth identified as failing, or most at-risk of failing, to meet the state's challenging academic content and student academic achievement standards.
- Supplement and improve the quality of educational services provided to these children and youth.

Title I, Part D, Subpart 1 funds to pay the necessary and reasonable costs, for a variety of services, including reading, mathematics, language arts, and vocationally oriented programs that include academic classroom instruction if these are supplementary services and materials. For example, funds may be used to:

- Hire additional teachers, aides, educational counselors, and other staff members to provide additional instruction in areas of greatest need.
- Train teachers, aides, and other staff members who are actively involved in providing Title I service.

- Procure needed educational materials and equipment for Title I instruction, including books, computers, audiovisual equipment, and supplies, and classroom materials for industrial arts and vocational training.
- Hire transition coordinators or buy new equipment to assist students' transitions

Title I, Part D, Subpart 1 funds may also be used to acquire equipment to be used to help the children and youth to meet challenging state academic content and student academic achievement standards. Additionally, the funds may cover the costs of meeting the evaluation requirements of ESSA for such programs.

Transition Services

Helping institutionalized children and youth who are neglected or delinquent and those in adult correctional facilities to make the transition into the community for further education or employment is an important element in the success of the Title I, Part D, Subpart 1 program. It is required that not less than 15-percent or more than 30-percent of the amount it receives in any year under Title I, Part D, Subpart 1 is reserved to support transition services for these children and youth. Reserved funds may also be used to provide transition educational services to children and youth in schools other than state-operated institutions. Transition services focus on helping children and youth who are neglected or delinquent to reenter school successfully or to find employment after they leave the institution and return to the local community. Allowable activities include, but are not limited to:

- Pupil services, including counseling, psychological, and social work services designed to meet the needs of children and youth who are neglected or delinquent.
- Services of in-school advocates to act on behalf of individual children and youth who are neglected or delinquent.
- Tutoring and mentoring programs.
- Reentry orientation programs, including transition centers and reentry centers in high schools.

TITLE I, PART A – SERVICES FOR FOSTER CARE CHILDREN

The Foster Care Program focuses on school access, improved educational outcomes, and enhanced academic stability for children and youth in foster care. The provisions derived from Every Student Succeeds Act (ESSA) establish guidelines for recognizing and addressing the unique needs of foster care children and youth. The Foster Care Program has the responsibility of working closely with local child welfare agencies and local educational agencies to identify children and youth in foster care and to ensure the successful implementation of ESSA provisions.

DJJ School District does not have foster care children and youth. Georgia Department of Juvenile Justice School System (DJJ) students have been committed to the care and custody of DJJ. Youth are not eligible under the services for foster care children while they are in confinement.

TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT (SSAE)

Purpose

Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to provide all students access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Use of Funds Title IV, Part A may fund allowable activities that support the following:

- **Well Rounded Educational Opportunities:** The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. A well-rounded education helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. Title IV, Part A funds can be used to support. Programs and activities that support a well-rounded education may include:
 - College and career guidance/counseling programs
 - Music and the arts
 - STEM
 - Accelerated learning programs
 - Foreign Language instruction
 - Environmental education
 - Community involvement/volunteerism
 - Programs that integrate multiple disciplines
- **Safe and Healthy Students:** When students are healthy and feel safe and supported, they are more likely to succeed in school. Authorized activities under Safe and Healthy Students may be categorized by topic into three areas:
 - Safe and Supportive Schools
 - Student Physical and Mental Health
 - Cross Cutting Activities
- **Effective Use of Technology:** The use of technology in the classroom can help to improve the academic achievement and digital literacy of all students. Programs and activities that support the effective use of technology can include:
 - Support professional learning for STEM
 - Provide professional learning for teachers on ways to increase the engagement of EL students
 - Develop or implement specialized academic courses using technology or assistive technology

The Georgia Department of Juvenile Justice School District has over the past several fiscal years transfer the entire amount of the Student Support and Academic Enrichment (SSAE) grant funds allocated to the Title I, Part A Improving Academic Achievement of the Disadvantaged budget.

TITLE V, PART B – RURAL AND LOW-INCOME SCHOOLS & PROGRAMS

Purpose

Title V, Part B of Every Student Succeeds Act, or ESSA, provides funding to address the unique needs of rural local education agencies (LEAs) that: Lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula grant allocations often too small to be effective in meeting their intended purpose.

Georgia Department of Juvenile Justice School System does not qualify to receive the Title V, Part B Grant funds.

TITLE II, PART A – SUPPORTING EFFECTIVE INSTRUCTION

The purpose of Title II, Part A Supporting Effective Instruction Grant is awarded to DJJSS be used to support increased student achievement consistent with challenging State academic standards; to improve the quality and effectiveness of teachers, principals and other school leaders; to increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools; and to provide low-income and minority student greater access to effective of teachers, principals and other school leaders. The Activities funded by Title II, Part A must have a substantial, measurable, and positive impact.

Professional Learning

The DJJ School District recognizes the importance of establishing, coordinating, and maintaining professional learning programs that address the assessed needs of all students and school and system personnel. Funds budgeted for professional learning shall be used for activities that enhance the skills and knowledge of all DJJ School personnel, school board members and school council members which directly relate to improving student achievement. The DJJ School System recognizes that professional learning is an essential part of fulfilling our mission and serving the needs of teachers and students throughout the DJJ School System.

The District believes that the purpose of a professional learning program is the provision of:

- Opportunities for school personnel to improve and/or expand their knowledge and skills.
- Opportunities for school staffs to study ways of improving schools and programs; and
- Opportunities for the system to identify ways to improve instructional effectiveness.

Professional Learning is a key component in improving school and district performance by providing all staff with the knowledge and skills necessary to create and support high levels of student learning, through professional learning that is evidence-based and aligned with the learning goals of students

Professional Qualifications

ESSA, under Title I, Part A, says that state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements. In Georgia, under the Official Code of Georgia Annotated (O.C.G.A.), state certification requirements are established by the Georgia Professional Standards Commission (GaPSC).

However, Georgia law also allows LEAs to waive certification requirements if the LEA has an approved Charter or Strategic Waiver Application. LEAs that waive state certification must establish professional qualifications (PQ) for their teachers and report the requirements in their annual ESSA application - the Consolidated LEA Improvement Plan (CLIP). In Georgia, professional qualification requirements apply to all teachers in all local education agencies. The DJJ School System follows state certification requirements as outlined by the PSC.

Professionally Qualified Teachers

DJJ School District systematically monitors the PQ status of its teachers based on demographics and a written remediation plan is created for each teacher who does not hold a valid clear renewable certificate or that is not professionally qualified. The plan is monitored and supported with Title II-A funds. In compliance with NCLB, Section 2141, DJJ School District requires that all

school principals have a remediation plan and monitoring log in place for all new hires, teachers who do not hold a valid, clear renewable certificate, and non-PQ teachers at their school. These logs must be kept on file for periodic review.

Recruitment, Placement, and Retention of Highly Qualified, Effective Teachers and Leaders

The district leadership team discusses the recruitment, placement, and retention of highly qualified, effective teachers and leaders during call meetings as necessary. The topic is also discussed at part of a review of data from the system's annual needs assessment during the system leadership conference held each June. Specifically, each principal is required to report the level of retention from the previous school year and improvement with the placement of highly qualified, effective teachers for the upcoming school year. System and school goals are then created or adjusted for the next school year.

Teacher Experience and Effectiveness Equity

Teacher effectiveness is measured using two methods. First, informal focus walks are conducted at each school by administration and curriculum specialist in order to gather data that can be used to guide professional learning activities. Secondly, administrators conduct formal observations as part of the Georgia Teacher Evaluation Program.

Identified inequities in teacher experience will be addressed at the school and classroom level by re-assigning personnel and students as necessary to ensure that all students have equitable access to experienced teachers.

Parents Right to Know:

By law, LEAs are required to notify parents that they may request information regarding the teacher's or the paraprofessional's professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission certification requirements for the grade level and subject area(s) in which the teacher provides instruction.
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived.
- The college major and any graduate certification or degree held by the teacher.
- Whether or not the student is provided services by a paraprofessional; and if so, their qualifications.

LEAs must:

- Notify parents in a format that is understandable and will ensure that all parents have the opportunity to receive the information. To the extent practicable, the notification should be provided in a language that parents may understand. This may include but is not limited to a LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a website, and/ or a school-wide email.
- Ensure the notification or document that contains the notification must include the principal's contact information, the school or LEA name, the date/ month and year of notification.

- Maintain records that document the dissemination of the Parents Right to Know in multiple forms to the parents of all students.

Parents are informed of their rights to know the qualifications of their children's teachers annually at the beginning of the year. The notice is also posted in the student handbook and on the school websites. The Federal Programs Coordinator will provide a sample letter to all principals. All letters will include the specific contact person and telephone number and email address.

"20-Day" Parent Notification

In Georgia, in accordance with the Every Student Succeeds Act of 2015, all LEA schools/programs are required to provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements (including professional qualifications developed by the LEA in alignment with an approved charter or strategic waiver application) at the grade level and subject level in which the teacher has been assigned. ESSA Sec. 1112 (e)(1)(B)(ii)

Title III, Part A: Language Instruction for English Learners and Immigrant Students

TITLE III, PART A Title III is a federally funded program that provides eligible Local Education Agencies with funding to supplement those ESOL services already in place. School districts with large EL populations receive direct Title III allocations, while school districts with lower incidence populations are grouped into the "Georgia Title III Consortium". The Title III Consortium allows these "low-incidence" districts to access Title III funds typically available only to districts with greater numbers of ELs. Both ESOL and Title III hold students accountable for progress in, and attainment of, English language proficiency. Upon attainment of English language proficiency, students exit from supplemental language services.

Georgia Department of Juvenile Justice School System does not receive the Title III, Part A Grant funds.

TITLE III, PART A – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRATION STUDENTS

TITLE III, PART A Title III is a federally funded program that provides eligible Local Education Agencies with funding to supplement those ESOL services already in place. School districts with large EL populations receive direct Title III allocations, while school districts with lower incidence populations are grouped into the “Georgia Title III Consortium”. The Title III Consortium allows these “low-incidence” districts to access Title III funds typically available only to districts with greater numbers of ELs. Both ESOL and Title III hold students accountable for progress in, and attainment of, English language proficiency. Upon attainment of English language proficiency, students exit from supplemental language services.

Georgia Department of Juvenile Justice School System does not receive the Title III, Part A Grant funds.

TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN

The Migrant Education Program (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. When migrant students are identified, a comprehensive needs assessment and delivery plan will be developed.

The Georgia Department of Juvenile Justice School System does not have any Migrant Students identified at this time. Students and families will be linked to services/resources provided by the DJJ and outside services.

SECTION II

TITLE VI, PART B, IDEA – THE INDIVIDUAL WITH DISABILITIES EDUCATION ACT

INDIVIDUALS WITH DISABILITIES ACT (IDEA)

The Georgia Department of Juvenile Justice School System has a Special Education Director that maintains a separate handbook that identifies and regulates the procedures and policies for Special Education in the District.

State Interagency Grant (Rule 10)

The state interagency services grant allocates funds to selected LEAs for teachers in Crisis Stabilization Programs (CSP), Competency Restoration Programs (CRP), and Community Group Homes. Districts must provide free appropriate public education (FAPE) in compliance with Individual with Disabilities Education Act (IDEA) to students placed by other state agencies.

This grant provides teachers and support staff for state operated programs and selected school districts that serve students who are placed in their institutions or contracted facilities. The grant also assists selected local school districts with the funding of collaborative IEP consultants, supporting students in CSP, CRP, and Community Group Homes.

Georgia Parent Mentor Partnership Grant

This grant will provide funding for a part-time Parent Mentor position. 83 LEAs will receive technical assistance from the Division of Special Education to build effective family and school partnerships (family engagement) that will lead to increased school completion and better post-secondary outcomes for students with disabilities.

Funding is based on the number of students with disabilities identified in each LEA. An LEA is eligible to receive funding for one or two part-time parent mentors depending on the number of students with disabilities enrollment in the LEA.

Individuals with Disabilities Education Act (IDEA) American Rescue Plan (ARP) 611

This Federal grant is awarded for the purpose of assisting the LEA to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

Individuals with Disabilities Education Act (IDEA 611)

Amounts provided to the LEA under IDEA Part B must be used only to pay the excess cost of providing special education and related services to children with disabilities. Excess cost is those that are in excess of the average annual per student expenditures in an LEA during the preceding school year for a student, as may be appropriate.

Budget Codes for IDEA Federal and State Grants

- IDEA Act 611: Fund Source: 32103, Project: 32103002
- American Rescue Plan ARP 611: Fund Source: 32133, Project: 32133002
- Georgia Parent Mentor Partnership Grant: Fund Source: 32123, Project: 32123002
- State Interagency Grant (Rule 10): Fund Source: 91201, Project: 91201001

SECTION III

PERKINS GRANT – CAREER, TECHNICAL & AGRICULTURAL EDUCATION (CTAE)

“The information below is a general outline of the rights, services, opportunities, and programmatic options available for students participating in CTAE. Implementation of program options is subject to the discretion of the CTAE Department Head and the approval of the Deputy Superintendent.”

PERKINS V - CTAE

On July 31, 2018, the President signed the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) into law. This Act, which became Public Law 115-224, reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). It was approved unanimously by both chambers of Congress, reflecting broad bipartisan support for career and technical education (CTE) programs. Perkins V is largely based on the structure and content of current law but makes some key changes that will impact the implementation of CTE programs and administrative processes around the country. As the new law was making its way through the reauthorization process, a key area of debate was “Secretarial authority” or the role of the U.S. Secretary of Education (Secretary) in the process of state and local planning and accountability. In Perkins V, we see evidence of the compromise on this issue, with enhanced prohibition language that limits the Secretary’s role and the elimination of the negotiation process between the Secretary and states on performance measure targets. In turn, we also see more specific requirements for setting these targets, including additional stakeholder engagement, and expanded definitions.

The new law went into effect on July 1, 2019. Full four-year state and local plans, covering all the requirements of the Act, will be submitted in spring 2020 (encompassing program years July 1, 2020-June 30, 2024).

Major Tenets of Perkins V

Perkins V maintains a focus on CTAE program improvement, flexibility, and data and accountability. The new law maintains:

- A commitment to driving improvement through programs of study and includes a robust, formal definition of that term
- Retains the state governance structure of current law, as well as formulas for local funding flowing to public or nonprofit educational institutions
- Updates the federal-to-state formula to ensure states receive no less than their Fiscal Year 2018 funding levels as long as funding is not cut overall (and then providing for equal, ratable reductions for all states)
- Increases the allowable reserve fund to 15 percent to spur local innovation and implement programs of study
- Introduces a comprehensive local needs assessment that requires data-driven decision-making on local spending, involves significant stakeholder consultation and must be updated at least once every two years
- Creates a new competitive grant program within national activities focused on innovation and modernization
- Lifts the restriction on spending funds below grade 7 and allows support for career exploration in the “middle grades” (which includes grades 5-8)
- Defines who is included in the accountability system by including a formal “CTE concentrator” definition, instead of leaving this definition up to states
- Significantly changes the process for setting performance targets by eliminating the negotiations with the Secretary and replacing these negotiations with a new list of requirements for developing targets and including those targets in state and local plans
- Shifts the accountability indicators; the most significant changes are the consolidation of the two non-traditional measures into one, and the elimination of the technical skill

attainment measure, which is replaced with a “program quality” measure at the secondary level that requires states to choose to report on work-based learning, postsecondary credit attainment or credential attainment during high school

- Focuses on disaggregation of data by maintaining the required disaggregation by student populations, requiring additional disaggregation for each core indicator by CTE program or Career Cluster, and referencing attention to this disaggregation and identified performance gaps throughout the Act
- Increases the focus on serving special populations with a new purpose of the Act, expanded definition, new required use of state leadership funds, additional consultation and stakeholder involvement, and new GAO study

Georgia will continue to pursue program strategies that help ensure equal access to CTAE programs using Perkins funding for all students who are included in special populations groups in order that they are able to participate fully in their chosen programs, regardless of academic, personal, or social development. With collaboration and support of the Georgia Department of Education Special Education division, the Georgia Vocational Rehabilitation Agency (GVRA), Georgia Department of Education (GaDOE) Career, Technical and Agricultural Education (CTAE) division, and other appropriate agencies, students will receive continuous support to ensure access to CTAE programs that will support successful transition to post high school life and work. These strategies will include:

- Ensuring that special populations meet the same academic, career and technical standards as all other students.
- Ensuring that relevant state approved career pathway options are available.
- Utilizing the existing Career Technical Instruction (CTI) intervention program to provide support services to eligible students with disabilities enrolled in CTAE programs to strengthen their knowledge, skills, and abilities necessary for successful transition into the world of work and further education.
- Utilizing the existing Coordinated Career Academic Education (CCAEE) initiative and Project Success (PS) intervention programs to provide eligible students with educational, academic, and occupational services to strengthen their knowledge, skills, and abilities necessary for successful transition into the world of work and further education.
- Providing technical assistance from Program Specialist for Special Populations to initiate quality programs and professional development which will provide special populations groups with equity and access to CTAE programs and opportunities.
- Providing reasonable accommodations or modifications according to a student's Individualized Education Plan (IEP) in programs that are designed to serve all students in secondary environments.
- Providing Work-Based Learning opportunities for all students, including those who are members of special populations.
- Providing career-related information and materials to special population students regarding postsecondary opportunities, which will include emphasis on non-traditional career options.
- Supporting Career and Technical Student Organization (CTSO) participation for all students, including those who are members of special populations.
- Ensuring that STEM/ STEAM instructional practices are inclusive of all students.
- Ensuring that dual enrollment and articulation agreement options are inclusive of all students.

- Providing assessments of career interests and abilities to help students select their programs and programs of study.
- Providing quality guidance, counseling, career development activities and transition services (including employability skill development).
- Providing materials and resources used to recruit and market programs that are inclusive of all students, including members of diverse races, genders, and special populations beginning at middle school.
- Conducting periodic Monitoring and Risk Assessment Reviews, which include emphasis on special populations groups.
- Conducting Office of Civil Rights Methods of Administration (MOA) compliance reviews in targeted systems.

CTAE Teachers & Staff Professional

In order to support the recruitment and preparation of teachers to provide CTAE instruction, leadership, and support, including professional development to work with and improve instruction for special populations, CTAE will:

- Continue to offer all CTAE districts with the multitude of resources and professional development available through the Career, Technical and Agricultural Education Resource Network (CTAERN). The CTAE Resource Network is a unique nonprofit consortium that provides professional learning, instructional resources, and data/communication support for Georgia's Career, Technical, and Agricultural Education programs. The resources for CTAE include support for teachers in their work with special populations, e.g., Learning Modules, Institute designed for Educating All Students (IDEAS) conference, New Counselor Institute.
- Collaborate with industry partners to use comprehensive data through annual evaluations to determine areas of need in recruitment and preparation.
- Provide professional development for new and veteran CTAE teachers as well as support for the faculty with whom they work, e.g., New Teacher Institute, New Director's Academy, CTAE Winter conference, Georgia Association for Career and Technical Education (GACTE) summer conference, Leadership Exploration Advocacy Development (LEAD) CTAE yearly application program.
- Determine at the state level whether to allow districts to use a reserve fund option to support teacher recruitment and preparation.
- Support all teachers in maintaining knowledge of federal programs such as the McKinney-Vento Act, and federal wrap around programs for foster care students.

Fiscal Responsibility

Each participating eligible recipient will submit a Perkins V four-year Local Application based upon the needs determined by the biennial Comprehensive Local Needs Assessment (CLNA). Each year the eligible recipients will review the identified elements (Student Core Indicators of Performance; Labor Market Alignment; Size, Scope and Quality; Career Pathway Programs of Study Implementation; Recruitment, Retention, and Professional Learning; Equity and Access) to direct their budgeting expenditures in the local application. Eligible recipients will make revisions to the local application if needed.

The six elements are foundational to the CLNA process. Each eligible recipient will merge these separate analyses into one set of findings and engage stakeholders in setting a future vision for addressing and prioritizing the needs for funding in the Local Application. This Local Application includes their overarching needs and strategies to address their identified needs.

In order to be eligible for Perkins V funding, an eligible recipient must meet the Georgia secondary definitions of Size, Scope, and Quality for its classification by student enrollment. This includes offering CTAE lab programs associated with high-wage, high-skill, or in-demand industries, aligning identified needs from the CLNA with the budget, outlining the capacity to adequately sustain a quality program, etc.

Other criteria used to evaluate and approve Local Applications by each eligible recipient of Perkins V funds include:

- All local assurance forms as they relate to Perkins V legislation and Education Department General Administrative Regulations (EDGAR) will be reviewed and signed by the superintendent of each eligible recipient
- Each eligible recipient must use federal Perkins V funds to support the objectives included in the eligible recipient's Local Application and the Georgia Perkins V State Plan
- Federal Perkins V funds will be spent to the six identified elements (Student Core Indicators of Performance; Labor Market Alignment; Size, Scope, and Quality; Career Pathway Programs of Study Implementation; Recruitment, Retention, and Professional Learning; Equity and Access)
- Any document produced for public distribution to students, parents, or community members will contain notice to publicly attest the institution does not discriminate based on age, sex, race, color, national origin, or disability as prescribed by the federal laws under Perkins Act, Title VI, Title IX or Section 504 and ADA; It is the policy of the Georgia Department of Education not to discriminate on the basis of race, color, creed, disability, citizenship, gender, pregnancy, childbirth or other related conditions, national origin, religion, military or veteran status, political opinions or affiliations, genetic information or age in its employment practices
- All proposed budget expenditure requests will relate to the needs identified through the consultation and Comprehensive Local Needs Assessment (CLNA) process and fall within federal and Georgia Department of Education guidance
- All expenditures must meet all federal Perkins V and Office of Management and Budget (OMB) requirements
- Eligible recipients may budget no more than 5% for administrative costs

Local Applications and budgets are reviewed by the Career, Technical, and Agricultural Education (CTAE) Accountability and Finance team within the Georgia Department of Education. Specific assistance and feedback are provided to all eligible recipients with an application and/or budget needing modification.

Funds are distributed to all eligible recipients based upon the federal Small Area Income and Poverty Estimates (SAIPE) data based upon U.S. Census Bureau data. During the application and budgeting processes, assistance and training is provided to all eligible recipients by GaDOE CTAE personnel with the expertise to provide the training and answer questions. Local applications needing modification may be re-submitted for the approval process.

Annual reviews of comprehensive data by the state will continue to ensure continuous improvement in performance related to academic achievement indicators. The integration of academic standards has been a critical process in the development of secondary programs of study. Industry partners and CTAE teachers will continue to ensure that each career pathway course includes appropriate grade-level academic standards to promote continuous improvement.

Additionally, each eligible recipient will monitor their academic achievement indicators. The eligible recipient will work with stakeholders to evaluate the progress of student performance, through the CLNA, and make recommendations for improvement and enhancement. The eligible recipient will submit a local application to the GaDOE CTAE describing the overarching needs that were identified in the CLNA. The eligible recipient's budget will then be tied to the findings of the CLNA. Each eligible recipient that does not meet its annual targets will be required to submit a CTAE Improvement Plan in order to receive future funding.

III. BUDGET

Budget Form

State Name: Georgia

Fiscal Year (FY): 2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$45,924,927
2	State Administration	4.46%	\$2,048,107
3	State Leadership	9.67%	\$4,440,644
4	• Individuals in State Institutions	.10%	\$45,924
4a	– Correctional Institutions	Not required	\$15,308
4b	– Juvenile Justice Facilities	Not required	\$15,308
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$15,308
5	• Nontraditional Training and Employment	.13%	\$60,000
6	• Special Populations Recruitment	.10%	\$45,924
7	Local Formula Distribution	85.54%	\$39,284,328
8	• Reserve	5.33%	\$2,448,575
9	– Secondary Recipients	4.01%	\$1,843,575
10	– Postsecondary Recipients	1.32%	\$605,000
11	• Allocation to Eligible Recipients	80.21%	\$ 36,835,753
12	– Secondary Recipients	38.49%	\$ 17,674,534
13	– Postsecondary Recipients	41.72%	\$ 19,161,219
14	State Match (from non-federal funds)	Not applicable	\$2,048,107

**Based on previous year's allocation from Department of Education, subject to update of total state allocation.*

Common Program Function and Object Codes

Program Improvement Grant Only - 3324

Object Code	Fund Application	Function Code					
		1000 Instruction Student Focused	2210 Improvement of Instructional Services	2213 Instructional Staff Training	2230 Federal Grant Administration	2300 General Administration	2400 School Administration
113	Subs for CTAE teachers participating in CTAE related activity with students (not for sick leave) PAR Required	◆	◆	◆			
116	Professional development stipends for CTAE teachers where SDUs earned for CTAE activity PAR Required		◆	◆			
142	Salary for clerical staff performing administrative support for CTAE activities				◆		
190	TCP Coordinator's partial salary, if previously approved PAR Required		◆				
199	Additional pay for CTAE teachers for additional work beyond school day/year PAR Required	◆	◆	◆			
230	TRS (20.9%) for object code 142 only		◆		◆		
300	Consultant directly impacting students; EOPA tests, fees and costs; consultant/purchased services for CTAE professional development; contracted or purchased services for Perkins grant administration; single audit costs	◆	◆	◆	◆	◆	
430	Repairs or maintenance of equipment in CTAE labs/classrooms	◆					
432	Repairs or maintenance of technology equipment in CTAE labs/classrooms	◆					
443	Rental of computer equipment for CTAE labs/classrooms	◆					
530	Postage for advisory committee meetings; parent notifications and communications		◆	◆	◆		
532	Web-based licenses and subscriptions for software via the internet	◆	◆	◆	◆		◆
580	Travel (meals, mileage & hotel) for CTAE teachers/advisors traveling with students for CTSO or related events and CTAE activities that are not professional development; travel for CTAE administration not related to staff training; school level supervisors	◆	◆	◆	◆		◆
610	General instructional supplies for use in CTAE classrooms/labs or general office supplies for CTAE program administration; school level supervisors	◆	◆	◆	◆		◆
611	Technology supplies for CTAE classrooms/labs or CTAE administration	◆	◆	◆	◆		◆

SECTION IV
ELEMENTARY AND SECONDARY SCHOOLS EMERGENCY RELIEF (ESSER) FUND

Coronavirus Aid, Relief & Economic Security (CARES) Act; Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act; American Rescue Plan (ARP) Grant Programs

In response to the economic outcome of the COVID-19 pandemic in the United States, Congress passed three bills that provided immediate and direct economic assistance to state and local educational agencies through the Elementary and Secondary Emergency Relief funds. These funds were provided to support areas with the greatest need, where the academic and non-academic components for school districts had the greatest impact due to COVID-19. As additional funding was provided, the intent of the funds was to support States and local school districts' efforts to safely reopen schools, address significant gaps in learning, and support measures of implementation that will continue to reduce the effects of COVID-19 on students and families.

Section 18003 of Division B of the CARES Act Coronavirus, Aid, Relief and Economic Security (CARES) Act

Equitable Services: A Local Education Agency (LEA) that receives ESSER funds under the CARES Act (section 18005) must provide equitable services to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the Elementary and Secondary Education Act (ESEA).

Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

The Coronavirus Response and Relief Supplemental Appropriation (CRSSA) Act signed into law by President Trump on December 27, 2020, provided additional funds for an ESSER II fund. Following the same distribution as the CARES Act, which is based on the share of the Elementary Secondary Education Act Title I, Part A funds follows the same use for coronavirus-response activities. Planning for the coordinating activities that address learning loss, preparing schools for reopening, testing, repairing, upgrading projects to improve air quality in school buildings, and additional activities authorized by federal elementary and secondary education laws are continually permitted.

Section 2002 of the American Rescue Plan (ARP) Act

ARP / ESSER funds allow State Education Agencies (SEAs) to take additional steps to safely reopen schools for in-person instruction and keep them open and must publicly display the plan on its website. Before making the plan publicly available, the LEA must seek public comment on the plan to address the disruption to teaching and learning resulting from the pandemic. This includes using funds to enact appropriate measures to help schools to invest in mitigation strategies consistent with the Centers for Disease Control and Prevention's (CDC) Operational Strategy for K-12 Schools to the greatest extent practicable; address the many impacts of COVID-19 on students, including from interrupted instruction; implement strategies to meet students' early childhood education; invest in staff capacity; and avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers, counselors, and other school personnel to support their needs.

LEA Requirement for Use of Funds

LEAs must reserve ***not less than 20% of funds to address learning loss*** through the implementation of evidenced-based interventions and ensure that those interventions respond to students' social, academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups.

- Summer Learning
- Summer Enrichment
- Extended Day
- Comprehensive Afterschool Programs
- Extended School Year Programs

Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl Perkins Career and Technical Education Act of 2006 (Perkins CTE).

Guiding Questions
Will the proposed use of funds “prevent, prepare for, and respond to Coronavirus?”
Is it an allowable use of funds under ESSER?
Is it reasonable and necessary?
Does it promote equity?
Does it support returning students to the classroom?

Sample Documentation of Effort to Involve Stakeholders			
Supporting Documents to Address Learning Loss	Communication to All Stakeholders	External Meetings	Internal Meetings
How students' needs were identified Interventions Selected Plan of Implementation Implement Plan Monitoring Progress	Updates provided via Social Media, news outlets, surveys (stakeholders, students, parents, staff, and other facility personnel)	Agendas of meetings that demonstrate continuous review. Provide evidence of outcomes.	Documentation should demonstrate a continuous review and discussion at internal meetings.

APPENDICES

APPENDIX A

FEDERAL PROGRAMS SCHOOL MONITORING CHECKLIST

GEORGIA DEPARTMENT OF JUVENILE JUSTICE SCHOOL SYSTEM

Federal Programs School Monitoring Checklist

School Name: _____

Date of School Visit	
Type: On-Site/Virtual	
Federal Programs Director/Coordinator or Central Office Administrator	
School Leader/Administrator	
Name/Title of Other Personnel Participating	

PURPOSE

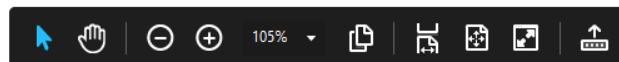
Monitoring of schools receiving Federal Title Funds is a critical component of ensuring that compliance is taking place at each school. The Georgia Department of Education (GaDOE) requires that the Georgia Department of Juvenile Justice School System (DJJSS) monitors the implementation of Federal Programs and the expenditure of all funds associated with the program. The DJJSS Program Directors/Coordinators will conduct self-monitoring of its schools and programs sufficient to ensure compliance with Federal Program requirements. Federal Programs Director/Coordinator will maintain all documentation LEA may need for future auditing/monitoring.

Rating Scale	Rating	Definition
NO	Does Not Meet Program Requirements	Indicates an area out of compliance and requires a response stating action(s) planned to correct the deficiency.
YES	Meet Program Requirements	Indicates that the status is acceptable.
N/A	Not Applicable	Indicates an area not applicable to this institution.

GENERAL DESCRIPTION OF EDUCATIONAL PROGRAM

School beginning time:	School ending time:
Number of Teachers:	Number of Teacher Aids:
Number of Students:	Average Length of Stay:
Number of Special Education Students:	Number of Students enrolled in GED Program:
Number of Students enrolled in a Vocational Program:	Person responsible for Transition Issues:
School Wide/School Improvement Plan Available for review:	Comprehensive Needs Assessment Plan Available:

FY22



GEORGIA DEPARTMENT OF JUVENILE JUSTICE SCHOOL SYSTEM

Strengths and Suggestions
STRENGTHS: <ul style="list-style-type: none">
SUGGESTIONS: <ul style="list-style-type: none">

FISCAL MANAGEMENT (Use of Funds)	Yes	No	N/A
The school leader has attended training and received technical assistance regarding financial activities to ensure allowable expenditures.			
The use of funds is consistent with the approved budget; allowable and needs based.			
Funds are used in a timely manner			
All assets and equipment have been properly tagged/identified.			
Federal Programs records are kept for the current year and three previous years.			
COMMENTS: Amount Allocated: Amount Spent:			

ADMINISTRATION	Yes	No	N/A
There is evidence of disaggregation of data of using multiple and appropriate measures of student progress.			
There is a current inventory of equipment purchased with Federal Programs funds (up to five years).			
There are adequate instructional supplies to assist students in meeting goals (teacher / student interviews, observation, equipment inventory).			
The instructional day meets / exceeds the hours per week required by the grant.			
COMMENTS:			

PROFESSIONAL LEARNING	Yes	No	N/A
Professional learning activities supports the needs identified in the school's improvement plan.			
DJJ provides sufficient supported professional learning opportunities to teachers and monitors its implementation.			
COMMENTS:			

FY22

GEORGIA DEPARTMENT OF JUVENILE JUSTICE SCHOOL SYSTEM

PROGRAM DESIGN AND INSTRUCTION	Yes	No	N/A
Evidence was provided of ongoing monitoring of goals listed in the School Improvement Plan.			
Is there a process in place to ensure that existing Individualized Education Programs are followed?			
Is there coordination with businesses for training and mentoring for students?			
COMMENTS:			

STUDENT EVALUATION	Yes	No	N/A
A variety of classroom assessments are used.			
Alternative assessments allow students to demonstrate learning through meaningful, real-world tasks.			
Is there a process in place for student assessments and appropriate academic records to be shared jointly by DJJ schools and local education agencies?			
Students receive progress reports and assessment information in a timely fashion.			
COMMENTS:			

PROGRAM EVALUATION	Yes	No	N/A
Evidence is provided of a process for ongoing monitoring of student progress in meeting state standards.			
Evidence is provided of a process for ongoing monitoring of student progress in meeting program goals.			
Education staff is involved in ongoing analysis of data.			
Data is used to make changes in instruction and educational programming.			
COMMENTS:			

PARENT AND FAMILY ENGAGEMENT	Yes	No	N/A
Evidence of efforts to involve parents/family/guardians is provided.			
Parents/guardians receive individual information on academic progress.			
Is there ongoing communication with parents/guardians in their native language(s)?			
COMMENTS:			

TRANSITION	Yes	No	N/A
Evidence is provided that youth are involved in transition activities:			
A Transition Plan is developed and is being implemented for each student.			

FY22

GEORGIA DEPARTMENT OF JUVENILE JUSTICE SCHOOL SYSTEM

Mentoring services are provided (if applicable).			
COMMENTS:			

GRANT FUNDED/INSTITUTION-WIDE PROJECTS	Yes	No	N/A
Evidence is provided showing how funds will be used.			
Evidence is provided to measure and assess student progress.			
School provides the opportunity for students under age 21 to meet State Academic Standards to complete secondary school, attain a secondary diploma and find employment.			
COMMENTS:			

Monitor's Signature: _____ Date: _____
 School Leader's Signature: _____ Date: _____
 Regional Principal's Signature: _____ Date: _____

FY22

APPENDIX B
PERIODIC CERTIFICATION FORM

Georgia Department of Juvenile Justice School System
Federal Title Programs

Time and Effort

Periodic Certification – Single Employee
(One employee working solely on one Federal cost objective)

Time period: _____ through _____.
Date Date

This is to certify that _____ worked solely on
_____ (name of single Federal Program) allowable activities in the
job role of _____ during the time period indicated above.

OR

This is to certify that _____ performed work solely in
accordance with the job responsibilities outlined in the attached job description for the time
period indicated above.

Signature of employee

Printed name of supervisor

Date

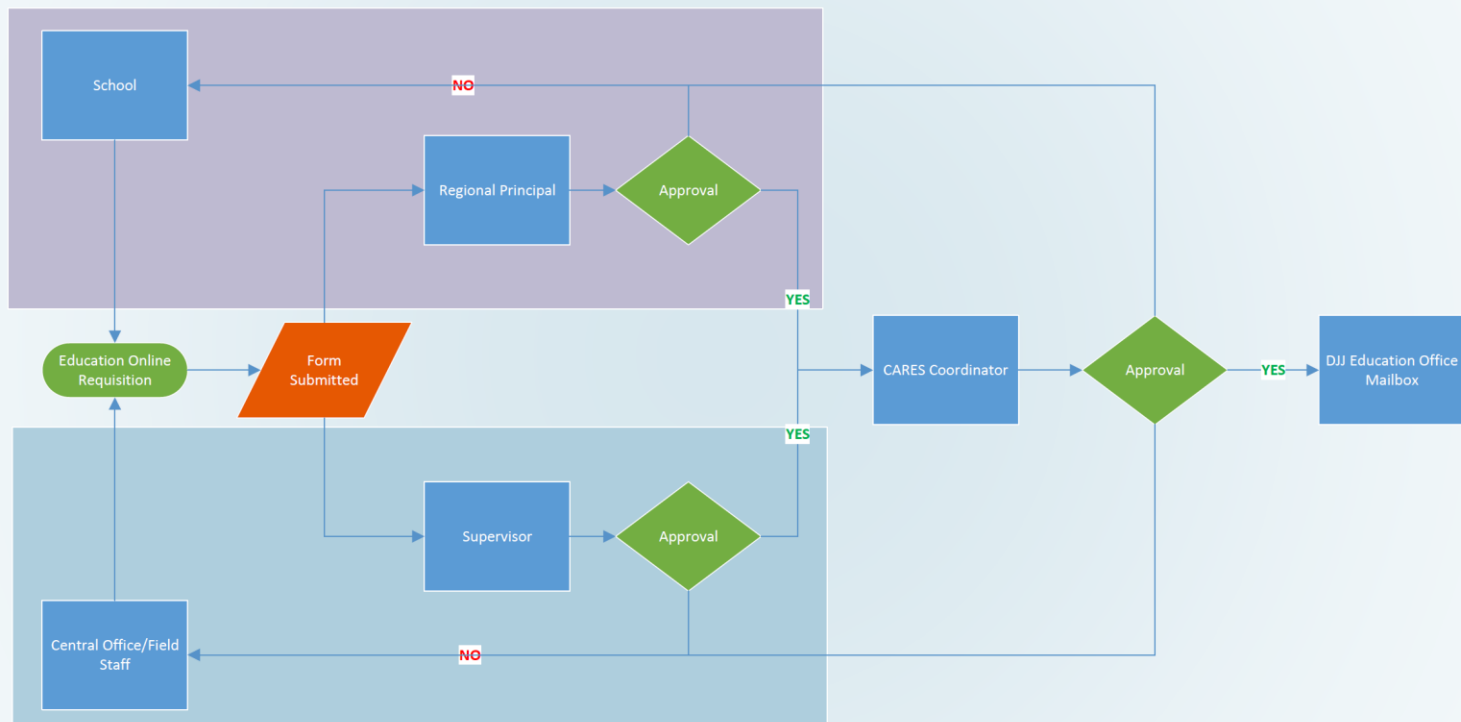
Signature of supervisor

Date

Unless otherwise noted, all references to ESSA in this document refer to the Elementary and
Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).

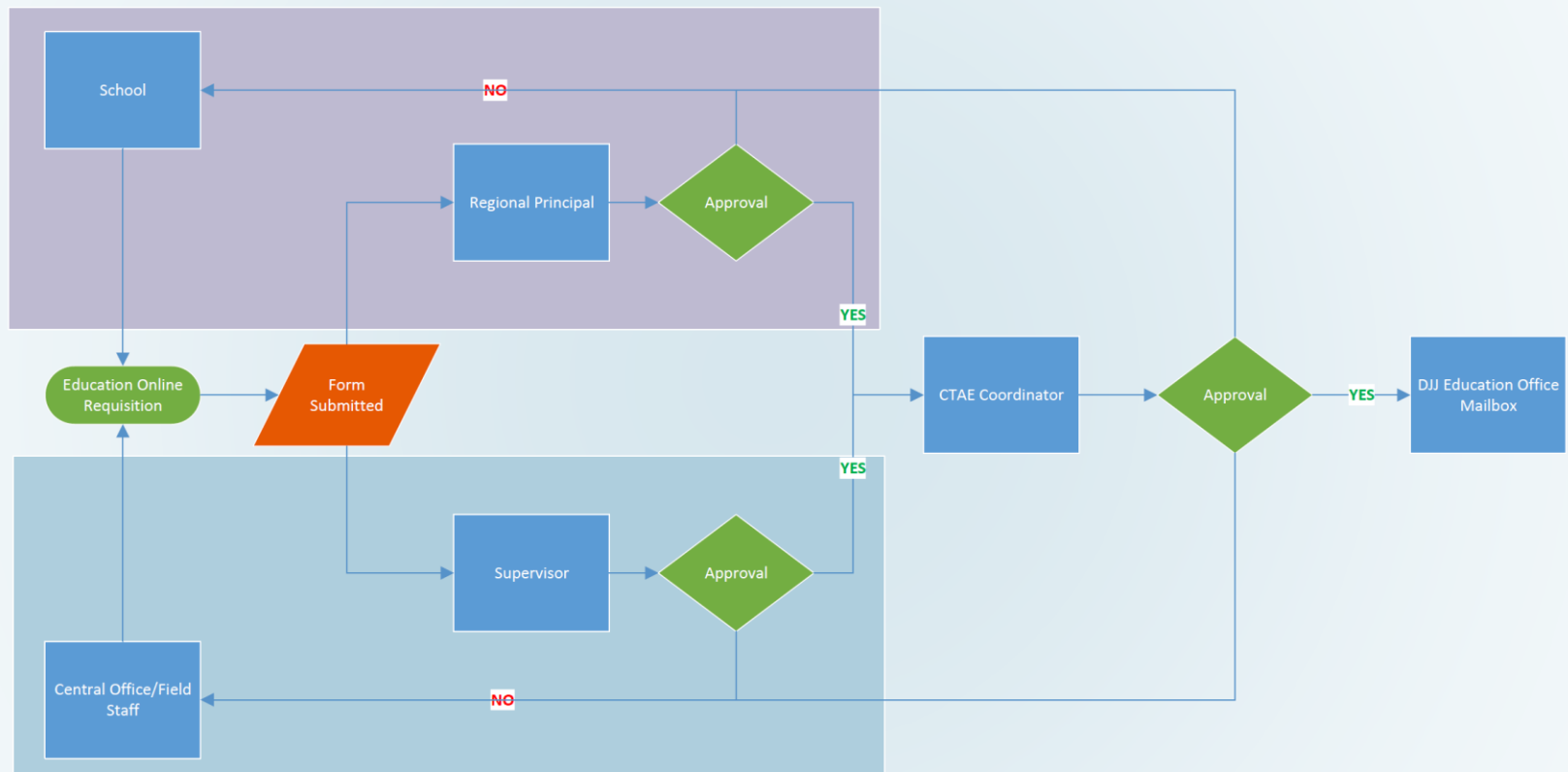
APPENDIX C
REQUISITION PROCESS FLOWCHARTS

EDUCATION ONLINE REQUISITION PROCESS
CARES Programs



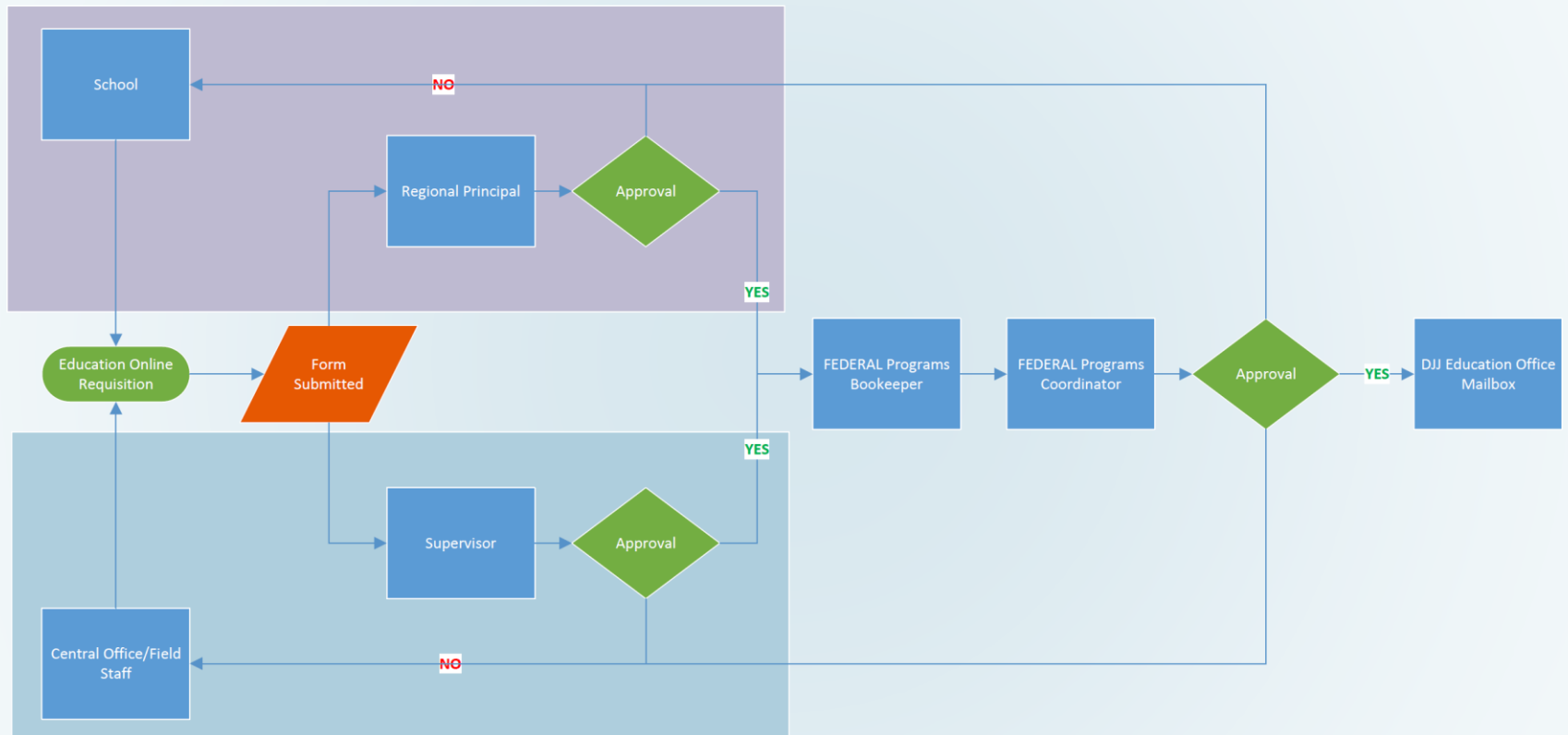
EDUCATION ONLINE REQUISITION PROCESS

CTAE



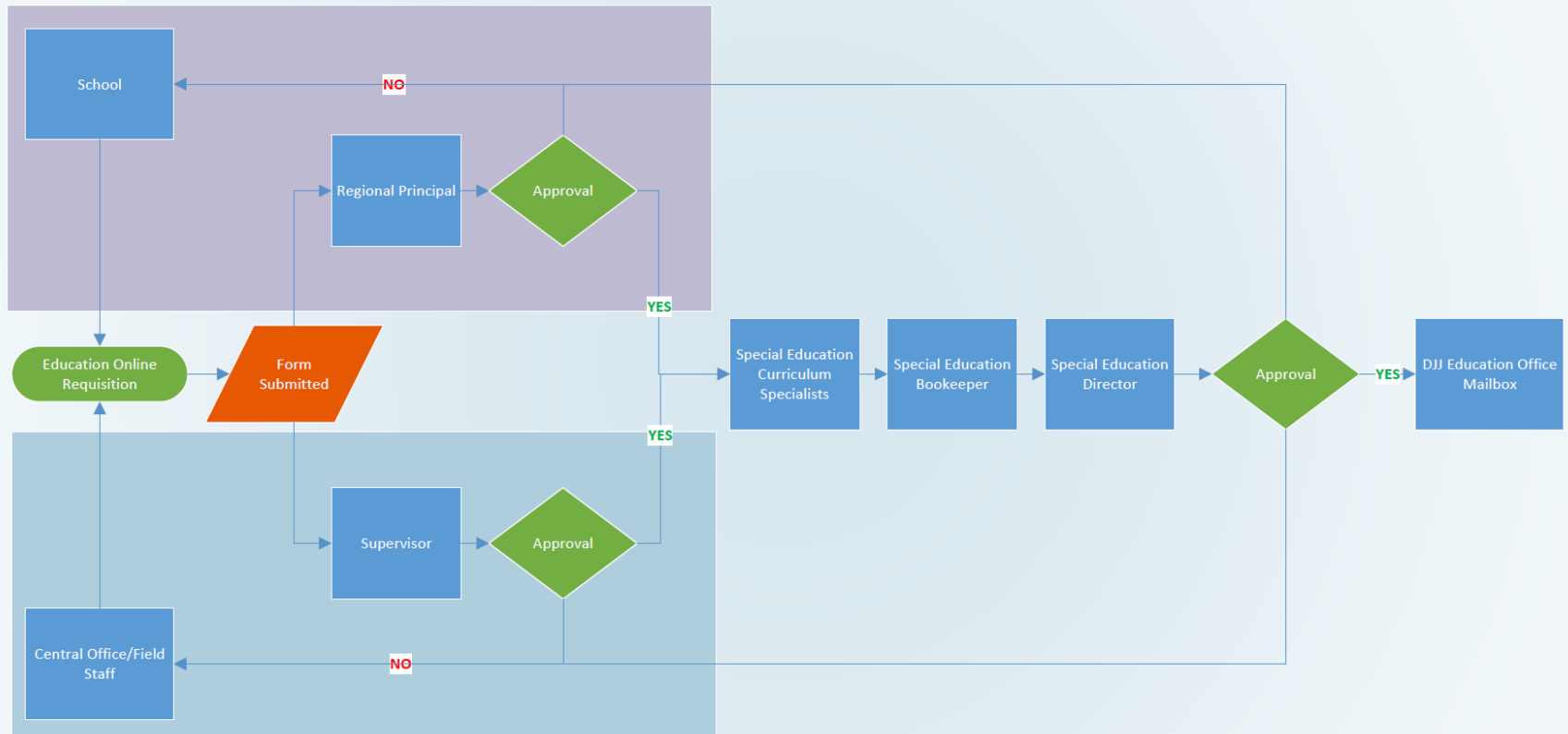
EDUCATION ONLINE REQUISITION PROCESS

FEDERAL Programs




EDUCATION ONLINE REQUISITION PROCESS

SPECIAL EDUCATION



APPENDIX D

DEPARTMENT OF JUVENILE JUSTICE CONTRACT ADMINISTRATION POLICY #2.16

GEORGIA DEPARTMENT OF JUVENILE JUSTICE	Transmittal # 21-4	Policy # 2.16
Applicability: {x} All DJJ Staff { } Administration { } Community Services { } Secure Facilities	Related Standards & References: ACA Standards: 3-JDF-1A-19, 3-JDF-1B-15, 3-JDF-1C-22, 4-JCF-6D-09, 4-JCF-6B-09	
Chapter 2: FINANCIAL SERVICES	Effective Date: 2/28/20 Reviewed and Certified: 7/22/21 Scheduled Review Date: 7/22/22 Replaces: 12/20/18	
Subject: CONTRACTS ADMINISTRATION	APPROVED:  _____ Tyrone Oliver, Commissioner	
Attachments: A – Contract Procedure Manual B – Ethics in Procurement and Contracting Procedures B.1 Attestation Form – Requirements Team Member B.2 Attestation Form – Evaluation Team Member B.3 Attestation Form – Recruitment Member C – DJJ Signature Authority Delegation		

I. **POLICY:**

The Department of Juvenile Justice administers all contracts through a central processing point to ensure that the Department adheres to all local, state and federal contracting standards and guidelines and monitors all contracts for measurable outcomes.

II. **DEFINITIONS:**

Business Owner: The Department business unit/division soliciting offers to acquire goods or services.

Contract Administration Plan: A written plan created at the initiation of a contract that is used to establish contract deliverables, milestones and due dates.

Non-Ancillary Contract: Contracts entered into for services that directly impact youth under the care or supervision of the Department (e.g., residential placements, counseling services, etc.)

III. **GENERAL PROCEDURES:**

- A. The Office of Contracts is the central repository for contractual agreements (except for real estate lease agreements) administered by the Department, including Memoranda of Understanding (MOUs), Memoranda of Agreement (MOAs), Intergovernmental Agreements (IGAs), leases, and contracts for services.
- B. All non-ancillary contracts entered into on behalf of the Department of Juvenile Justice (DJJ) must be approved by the Office of Contracts.
- C. All business owners requesting a non-ancillary contract must submit a requisition to the Office of Contracts.

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- D. The Office of Contracts will ensure that all non-ancillary contracts adhere to federal, state, and Georgia Department of Administrative Services (DOAS) guidelines and directives for fairness, compliance, fiscal responsibility, and transparency, throughout the life of the contract, from the identification of a need to contract close out.
- E. All contractors and vendors must comply with DJJ training requirements, policies, and procedures in accordance with their scope of service.
- F. Ethical Standards:
 - 1. It is incumbent upon any individual authorized by the Department to develop, negotiate, and/or enter into contractual agreements on behalf of the Department, to follow the “Ethics in Procurement and Contracting Procedures” (Attachment B) to ensure that no conflict of interest or the potential thereof shall exist in the contracting process.
 - 2. To the greatest extent possible, a sense of “competitive spirit” shall be maintained throughout the contracting process.
 - 3. The Commissioner is the only person authorized to sign contracts for services or Memoranda of Agreement (MOAs) or Understanding (MOUs) and Intergovernmental Agreements (IGAs). The Commissioner may delegate signature authority to other individuals within the Department. Such delegation carries with it full legal and administrative responsibility. See Attachment 2.16.C, DJJ Signature Authority Delegation. All delegation approvals will be in writing and kept on file in the Office of Contracts.
- G. The Office of Contracts staff will:
 - 1. Provide direction and assistance to DJJ staff for the development of new contracts and the renewal of existing contracts;
 - 2. Ensure compliance with all procedures outlined in the State Purchasing Division Georgia Procurement Manual as it pertains to contract formulation, execution, and administration;
 - 3. Ensure that DJJ staff follow the approved Contract Request Process as outlined in the Contract Procedure Manual (Attachment A) when requesting a new contract or to amend an existing contract;
 - 4. Competitively bid the services that are not exempt from procurement or do not fall within existing Statewide Contracts or agency contracts;
 - 5. Ensure the procurement process for services are conducted in a fair and open manner;

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6. Ensure that all contracts that do not require solicitation contain all necessary clauses and requirements in accordance with Federal and State laws and regulations; and
 7. Ensure that all vendors are eligible to enter into a contract with the State in accordance with federal and state laws and regulations prior to the issuance of a contract.
- H. The Office of Contracts will ensure effective and on-going contract administration of all existing contracts by:
1. Developing and implementing a Contract Administration Plan for each contract;
 2. Reviewing the Contract Administration Plan with the business owner to determine contract performance;
 3. Implementing contract corrective action measures upon the determination of vendor non-performance;
 4. Ensuring that all necessary and required contract documentation (e.g., licenses, bonds and insurances) are submitted timely and meet requirements identified in the contract or Requests for Proposals; and
 5. Conducting contract records review in accordance with the State Purchasing Division Georgia Procurement Manual.
- I. Administrative Processing:
1. The requesting Administrative Operations Coordinator (AOC) or Administrative Operations Manager (AOM) will enter all requests for new contractual agreements into PeopleSoft as a new requisition.
 2. MOUs, MOAs, IGAs, or amendments to existing agreements will be forwarded to the Office of Contracts for development.
 3. Upon development of the contract, MOU, MOA, IGA, or amendment, a representative of the Office of Legal Services and all affected Deputy Commissioners must sign the Contract Routing Cover Sheet verifying that all language necessary is included and no changes to the contract are required. Upon receipt of the signed Cover Sheet, the Office of Contracts will initiate the vendor's signature and execution process.
 4. Payment for services outlined in a contract is the responsibility of the Division receiving the services.


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- a. The Office of Contracts will not create purchase orders or process payments for services rendered.
- b. The Office of Contracts will provide the business owner's Administrative Operations Coordinator (AOC) with the necessary information required to create a purchase order and process payments.

IV. LOCAL OPERATING PROCEDURES REQUIRED: NO

APPENDIX E

DEPARTMENT OF JUVENILE JUSTICE EMPLOYEE TRAVEL REGULATIONS POLICY #2.1

GEORGIA DEPARTMENT OF JUVENILE JUSTICE	Transmittal # 21-2	Policy # 2.1
Applicability: {x} All DJJ Staff { } Administration { } Community Services { } Secure Facilities	Related Standards & References: State of Georgia <i>State Travel Policy</i> OPB Policy Memorandum No. 1 (Rev.5) May 2013 O.C.G.A. § 45-7-28.1 (2015), Appropriations Act. Title 45. Public Officers and Employees. Chapter 7. Salaries and Fees. Article 2. Reimbursement of Expenses. 50-5B-5 DJJ Financial User's Manual, Section H4 ACA Standards: 3-JDF-1C-18, 3-JDF-1D-06, 3-JDF-1D-14, 4JCF-6B-15	
Chapter 2: FINANCIAL SERVICES	Effective Date: 1/11/21	
Subject: EMPLOYEE TRAVEL REGULATIONS	Scheduled Review Date: 1/11/22	
	Replaces: 7/5/19	
	Office of Financial Services	
	APPROVED	
Attachments: A – Interstate Travel Request Form		
	<hr/> Tyrone Oliver, Commissioner	

I. POLICY:

When required to travel in the performance of official duties, Department of Juvenile Justice staff members shall comply with the *State Travel Policy* developed and published by the State Accounting Office (SAO) and the Office of Planning and Budget (OPB) in accordance with the Official Code of Georgia Annotated Section 50-5B-5. Staff members shall be reimbursed for expenses incurred in accordance with these regulations. Requests for exceptions to these regulations shall be made in advance, in writing, to the Commissioner. Upon the Commissioner's approval, the request shall be forwarded to the SAO and OPB. Deviations from these regulations shall only be made with prior approval from the SAO and OPB. Travel expenditures shall be monitored to ensure that expenditures are within the amount budgeted for the Department.

II. DEFINITIONS:

See the *State Travel Policy*: <https://sao.georgia.gov/state-travel-policy>.

III. PROCEDURES:

- A. The Commissioner will approve, in writing, any exceptions to the *State Travel Policy*.
- B. The Department will adhere, at a minimum, to the *State Travel Policy*. The Department may implement more stringent guidelines at its discretion.

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1. If management deems that budgetary or room availability constraints are present, it may instruct staff to share hotel rooms (two persons to a room) for conferences, trainings, or meetings. When lodging is shared, the traveler paying for the lodging will seek reimbursement for the full expense.
 2. When attending conferences, trainings, or meetings, staff will use state vehicles and carpool to the extent possible.
- C. Employees will receive reimbursement for expenses incurred while traveling on behalf of the Department by completing a reimbursement request in the Concur Travel System (TTE) (<https://www.concursolutions.com/>) and adhering to the guidelines of the State Travel Policy.
1. The *State Travel Policy* outlines the reimbursement rates for allowable expenses.
 2. It is unlawful to authorize, approve, or initiate illegal expenditures of State administered funds. An employee who knowingly submits, or a manager who knowingly approves, an unauthorized or illegal reimbursement request, will be subject to disciplinary action, up to and including dismissal, and may be prosecuted. Any employee who negligently submits or approves an inaccurate reimbursement request may be subject to disciplinary action, up to and including dismissal.
 3. The responsibility for the accuracy, legitimacy, and amounts for each travel reimbursement request rests with both the employee and the employee's immediate supervisor. Employees and Supervisors may refer to the *State Travel Policy* to determine the reimbursement rates.
 4. The Office of Accounting (Accounting) will not process statements for reimbursement without the electronic signature of the employee and supervisor in the Concur Travel System (TTE).
 5. Accounting is responsible for the final review and approval of each submission in the Concur TTE system and will process approved reimbursements as they are received.
- D. Authority to Approve Travel:
1. The Concur Travel System (TTE) will use the (HCM) payroll file to determine the approval hierarchy. Exceptions can occur when the Commissioner, Chief of Staff, Assistant Commissioner, Chief Financial Officer, Deputy School Superintendent, or Deputy Commissioner

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assigns a designee to approve an employee's travel statement. In the event the names of the designees change, an email should be sent to DJJTRAVEL@djj.state.ga.us requesting the change in Concur Travel System (TTE).

2. The names of those persons no longer authorized to approve travel related activities must be sent to Accounting via the DJJTRAVEL@djj.state.ga.us inbox.
 3. Persons approving expense statements for payment must know these procedures and apply them in the review of each expense statement.
- E. Prior approval must be obtained for the following:
- Interstate travel;
 - Air travel;
 - Commercially leased vehicles (rental cars);
 - Conference registration; and
 - Travel advances.
1. All out-of-state (interstate) travel must be approved, in advance, by the Commissioner or designee. Employees requesting interstate travel will complete the Interstate Travel Request Form (Attachment A).
 2. Requests for the use of commercially leased vehicles (rental cars) must be approved in advance by the employee's supervisor. Car Rental Reservations must be made using the Concur Travel System (TTE) (<https://www.concursolutions.com/>).
- a. All commercially leased vehicles will be secured using the statewide contracts issued by the Department of Administrative Services.
 - b. All rental cars will be secured using prudent judgment regarding budget constraints.
 - c. Specific procedures and guidelines for renting vehicles are outlined in the DJJ Office of Property Management Guide.

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3. Division/Office Directors will develop an internal structure for approving travel within the State of Georgia. The internal approval structure should be reviewed and approved by the Chief Financial Officer.
4. Division/Office Directors will establish an internal process for authorizing attendance at conferences, seminars, meetings, and other gatherings. Attendance may be authorized for those individuals whose jobs are directly related to the purposes and goals of the meetings and whose attendance would benefit the Department. The internal process should be reviewed and approved by the Chief Financial Officer.
5. Employees will incur travel expenses and seek reimbursement from DJJ. In some cases, however, when the employee does not have a personal or corporate charge card, does not have personal funds to incur such expenses, or in special exceptions authorized by the Commissioner, the Department may issue an advance of funds to cover estimated travel expenses. Travel advances are limited and available only to an employee whose current annual salary is \$50,000 or less.
 - a. In the event an employee is in need of a continuous travel advance, all travel expenses incurred during each pay period shall be reported and submitted at the end of the period (i.e., reconciled to the applicable travel advance for that period). Full recovery of such travel advance is not required until the employee is removed from continuous travel status.
 - b. Non-continuous advances will be made for the projected cost of subsistence, registration, and other out of pocket expenses associated with one-time travel, when those expenses are expected to exceed \$1,000. Larger expenses, such as airfare, will be paid separately. Noncontinuous advances will not exceed \$1,000 except in special circumstances with approval from the Chief Financial Officer.
 - c. Requests for advances of funds will be made and approved using the Travel Advance Authorization in the Concur/TTE travel system 10 days prior to the anticipated receipt of the advance.
 - d. Each advance will be closed out prior to requesting another advance.
 - e. Requests for more than one advance at a time will be denied.

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- f. On a monthly basis, the Office of Human Resources will notify Accounting of employee terminations. All employee reimbursement requests must be submitted as soon as possible, in conjunction with an employee's last day of employment, when applicable, but no later than 45 calendar days after the last day of employment.

Note: Should any terminated employee granted a cash advance fail to file for travel expense reconciliation and reimbursement as provided by regulations, State Law provides that an agency shall file a certification of the amount of the advance with the Office of Planning and Budget. This amount shall then become a lien against any and all funds due the employee from the State, the Employees Retirement System of Georgia, or the Teacher's Retirement System of Georgia. It shall be the agency's responsibility to recover the amount of any cash advances for which no accounting has been made, either from funds owed the employee by the agency, or by notifying the appropriate retirement system of the amount due. In the latter case, the retirement system must remit all funds due the employee, up to the amount specified, within 30 days of notification. If the cash advance is not recoverable from the employee or from funds held by the State on behalf of the employee, the agency head shall be responsible for seeing that the amount of the advance is repaid to the State.

- g. Employee travel expenses associated with advances must be reconciled and submitted no later than 5 working days after completion of the trip or event. Any portion of an advance that was not used must be returned to the Department, via money order or cashier's check, within this same timeframe.

F. The approving authority will review each Employee Travel Expense Statement before the statement is approved for payment and prior to submission to OFS. Care will be taken to verify that all charges are reasonable and in accordance with the *State Travel Policy*, that all receipts and documentation are attached, and that all calculations are accurate.

G. Accounting will audit Employee Travel Expense Statements prior to processing for payment.

IV. LOCAL OPERATING PROCEDURES REQUIRED: NO

APPENDIX F

REQUEST FOR ATTENDANCE AT PROFESSIONAL CONFERENCE/WORKSHOP

Georgia Department of Juvenile Justice School System

Request for Attendance at Professional Conference / Workshop

Employee: _____ Date: _____

Employee Work Location: _____

Date(s) of Conference / Workshop: _____

Title of Conference: _____

Cost: (Travel, Lodging, Meals, Registration) _____

Brief Description of Conference / Workshop (attach copy of brochure / agenda)

Principal/Lead Teacher Approval: _____ Yes _____ No (If no, please state reasons)

Regional Principal Approval: _____ Yes _____ No (If no, please state reasons)

To Be Completed by Central Office:

Total Cost to DJJ	\$
Funding Source (Federal Grant or State Funds)	
Action taken by Central Office (Grant Coordinator)	Approved
	Not Approved

Signature of Deputy Superintendent

Date

POST CONFERENCE EVALUATION FORM

Directions: Please answer the following questions by sharing your impression of the conference / workshop. Please return this form to your immediate supervisor.

Name: _____ Date of Conference/Workshop: _____

Title of Conference / Workshop: _____

CONFERENCE / WORKSHOP VALUE AND FOCUS

1. On a scale of 1 to 5 rate the value of this conference / workshop in advancing your knowledge.

Not Valuable

Very Valuable

1

2

3

4

5

2. Which sessions you attended influenced your rating?

CONFERENCE PARTICIPATION

3. To what extent has your participation/presentation at the conference increased your knowledge in the area of your expertise/employment in DJJ?

No Change

Greatly Increased

1

2

3

4

5

4. Describe how you are going to redeliver the conference / workshop information to your local school or the Department of Juvenile Justice School System.

APPENDIX G

TITLE I, PART A INVENTORY REVIEW GUIDELINES FORM

Title I-A LEA Inventory Review Guidelines

Georgia Department of Juvenile Justice School System: Georgia Preparatory Academy

School: _____

Principal's Signature: _____

Date: _____

Description	Vendor	Purchase Date	Purchase Price	Date Included on Inventory	Identification		Funding/Title		Specific Location	Use of Equipment	Condition	Disposition Data Check all that apply	Physical Inventory Initial and Date
					Serial#	Decal#	Grant/ FAIN Number	%age from source					
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	

APPENDIX H

TITLE I, PART D INVENTORY REVIEW GUIDELINES FORM

Title I-D LEA Inventory Review Guidelines
Georgia Department of Juvenile Justice School System: Georgia Preparatory Academy

School: _____ Principal's Signature: _____ Date: _____

Description	Vendor	Purchase Date	Purchase Price	Date Included on Inventory	Identification		Funding/Title		Specific Location	Use of Equipment	Condition	Disposition Data Check all that apply	Physical Inventory Initial and Date
					Serial#	Decal#	Grant/ FAIN Number	%age from source					
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	
											<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor	<input type="checkbox"/> Damaged <input type="checkbox"/> Surplus <input type="checkbox"/> Trade-In <input type="checkbox"/> Obsolete <input type="checkbox"/> Loss/Stolen	

APPENDIX I

DJJSS ENROLLMENT REPORTING PROCEDURE

Procedures for Population/FTE Count for Department of Juvenile Justice:

The department of Juvenile Justice School System annually submits FTE data to the Georgia Department of Education. On the day of the Fall FTE-I count date (the first Tuesday of October), DJJSS submits FTE data count for all students enrolled in the Youth Development Campuses, and FTE data for special education students enrolled in the Regional Youth Detention Centers. No FTE data are submitted for the Education Transition Centers. Because none of the RYDCs' regular education students are captured in any state verified document, it is difficult for the Title I personnel to determine rank order service of the schools operating within the DJJSS. To rectify this issue, the following procedures are now in place. This will foster a systematic procedure between GADOE and DJJSS to accurately identify all eligible students enrolled in DJJ schools.

1. The Georgia Department of Juvenile Justice School System (DJJ) will be provided a template by the Georgia Department of Education to verify population count in lieu of FTE count.
2. The (DJJ) will capture the count of all students (including special education) enrolled in each of their schools on the first Tuesday of every October.
3. The count will be verified and signed by the Associate Superintendent and/or the Commissioner of the Georgia Department of Juvenile Justice.
4. The signed form will be attached to the Title I Attachment Tab as certification/verification of the enrollment numbers entered into the appropriate budgeting tabs.
5. These numbers will be used to complete the eligible attendance area and school allocation tabs on the Title I Consolidated Budget Application for the following school year as rank order is established with enrollment figures from the previous fall each year.
6. Since all student enrolled at a DJJ school are court placed they are considered wards of the state and thus categorized as free lunch eligible students, thus the total enrollment count will be reported as poverty students in the eligible student and school allocation tabs in order to determine rank order service for Title I schools.

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Georgia Department of Education

Title I, Part A Division

Department of Juvenile Justice Annual Enrollment Report FY__

Data based strictly to verified enrollment the first Tuesday of October
Completed form to be attached to Title I Consolidated Application Budget

School ID	School Name	School Type	Grade Span	Enrollment
1898	Aaron Cohn Regional Youth Detention Center	OTHER	'6-12'	
0104	Atlanta Youth Detention Center	OTHER	'6-12'	
1498	Augusta Regional Youth Detention Center	OTHER	'6-12'	
0298	Augusta Youth Development Campus	OTHER	'6-12'	
2798	Bob Richards Regional Youth Detention Center	OTHER	'6-12'	
4205	Cadwell Regional Youth Detention Center	OTHER	'6-12'	
1798	Claxton Regional Youth Detention Center	OTHER	'6-12'	
0205	Crisp Regional Youth Detention Center	OTHER	'6-12'	
2098	DeKalb Regional Youth Detention Center	OTHER	'6-12'	
4200	Department of Juvenile Justice Bibb ETC	OTHER	'6-12'	
4201	Department of Juvenile Justice Richmond ETC	OTHER	'6-12'	
4202	DJJ Chatham Multi Service Center	OTHER	'6-12'	
0898	Eastman Youth Development Campus	OTHER	'6-12'	
1998	Elbert Shaw Regional Youth Detention Center	OTHER	'6-12'	
2298	Gainesville Regional Youth Detention Center	OTHER	'6-12'	
2598	Macon Regional Youth Detention Center	OTHER	'6-12'	
0598	Macon Youth Development Campus	OTHER	'6-12'	
2698	Marietta Regional Youth Detention Center	OTHER	'6-12'	
1698	Martha K. Glaze Regional Youth Detention Ctr	OTHER	'6-12'	
4198	Metro Regional Youth Detention Center	OTHER	'6-12'	
4199	Milledgeville ITU	OTHER	'6-12'	
0405	Muscogee Youth Development Center	OTHER	'6-12'	
4206	Muscogee Education Transition Center	OTHER	'6-12'	
0414	Rockdale Regional Youth Detention Center	OTHER	'6-12'	
2998	Savannah Regional Youth Detention Center	OTHER	'6-12'	
3098	T J Loftiss II Regional Youth Detention Center	OTHER	'6-12'	
4203	Terrell Regional Youth Detention Center	OTHER	'6-12'	
3198	Waycross Regional Youth Detention Center	OTHER	'6-12'	
4204	Wilkes County Regional Detention Center	OTHER	'6-12'	
TOTAL COUNT				

DJJ Title I Coordinator's Signature _____ Date _____

DJJ Associate Superintendent's Signature _____ Date _____

DJJ Commissioner's Signature _____ Date _____

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

Georgia Department of Education
December 2021