

GDOE Monitoring Instrument, Additional Documentation Requested

Section A: Program Management

Question 2: How does an Insular Area determine which projects shall be proposed within the CG application? How are stakeholders (teachers, administrators, parents, students, business leaders, etc.) engaged in designing the application? (Section A pg. 3)

- Additional Documentation(s) Requested:
 - **Please share samples of the sign-in sheets that are color-coded.**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes a color-coded sign in sheet and provided feedback in which stakeholders (Administrators, and School Leadership) engaged in the designing of the CG application. (Page 2)

Question 8: What process exists for the Insular Area to receive constructive feedback from Project Leads during project implementation? (Section A pg. 9)

- Additional Documentation(s) Requested:
 - It was mentioned that Project Leads collect feedback from schools after a project is complete. **Please share examples of survey data that Project Leads collect from schools after a project is complete.**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes raw data responses of evaluations completed by participants in the Higher Order Thinking Skills professional development activity. (Page 15)

Question 9: How does the Insular Area address any feedback received from Project Leads during project implementation? (Section A pg. 10)

- Additional Documentation(s) Requested:
 - The “Re: Student Advocate & Mentor (SAM) Teacher Mentor Standard Service Agreement” sample email (p. 128) shows how the Project Lead/Project Coordinator receives feedback from the Insular Area and **not** how the “Insular Area addresses any feedback received from Project Leads.” Additionally, the Insular Area stated, “Upon noncompliant review, the Federal Programs Division meets with PMs and PLs to identify alternative courses of action that address the needs of the project while ensuring allowability, allocability, and reasonableness.” **Please share examples of when feedback from Project Leads led to an “alternative course of action that addressed the needs of the project.”**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes email communication from Project Leads to GDOE-FPD to alter the implementation and course of action for CG activities. (Page 19)

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Question 10: Are specific officials designated to approve employee time and effort documentation? Do these individuals have first-hand knowledge of the work performed by the employees? (Section A pg. 10)

- Additional Documentation(s) Requested:
 - It was mentioned that GDOE performs bi-weekly personnel certification. **Please share samples of the bi-weekly personnel certification that can be found in Kronos and the Time Distribution Report.**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes a Time Distribution Report (Page 31) and a Kronos timesheet (Page 38) approval report that reflects designated official's approval of employee time and effort.

Section B: Evaluation

Question 5: What determinations are made if a project is not making progress or is deemed ineffective? What are the next steps if a project is deemed ineffective? (section B page 5)

- Additional Documentation(s) Requested:
 - **Please provide examples/more evidence of how GDOE has evaluated projects, which include the challenges and successes; correction actions; feedback loops; and the tracking progress.**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which contains Email Correspondences from the State Data Officer conducting Data Validation on Project 1: College, Career, Civic Life Readiness Quarterly Report; Data Validation on Project 3: Classroom Supports and Academic Interventions (CSAI) Quarterly Report (Page 40); and a JHTD Corrective Action Plan. (Page 50)

Section C: Travel Activities

Question 10: How has the success of previous travel activities been assessed? How are these assessments documented? (Section C page 7)

- Additional Documentation(s) Requested:
 - In the sample project quarterly report it states, "All travelers....will share information with other GATE teachers during monthly workshops" (p. 231). **Please share sample(s) of information shared with fellow GDOE staff during the workshops.**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the PowerPoint presentation file of the National Association for Gifted Children (NAGC) conference participants training GATE teachers. (Page 61)

Zoom recording of the travel participant's presentation can be found using the following link:

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https://us06web.zoom.us/rec/share/X9_YejWuHd99mq9upD82guPbrWhJDXgPYnfqVOV5qx2PAzYa03SFS0HzNtCnt9hQ.G3KUPEiRhJmltOva?startTime=1639709581000

Passcode: 7#r9cKy\$

Section D: Non-Public Schools

Question 1: How frequently does the Insular Area meet with or consult with non-public school officials? Describe the consultation process. How do you ensure all required consultation topics are addressed? (Section D page 2)

- Please Answer the Following Questions:
 - Please clearly outline what roles the non-public school end users can do and cannot do in MUNIS.
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional information related to the above question:
 - Non-Public school end users are provided access to:
 - Enter requisitions for approved activities
 - Update/edit requisitions
 - Query the MUNIS system to track workflow progress for requisitions
 - Query the MUNIS system to track purchase orders and status of payments
 - Non-Public school end users are unable to:
 - Approve requisitions
 - Reject requisitions
 - Please describe the process for non-public school personnel when they are end users in MUNIS
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional information related to the above question:
 - Non-Public school end users are provided access to:
 - Enter requisitions for approved activities
 - Update/edit requisitions
 - Navigate the MUNIS system to track workflow progress for requisitions
 - Navigate the MUNIS system to track purchase orders and status of payments
 - Please clarify if non-public schools get reimbursed for expenses.
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional information related to the above question:
 - The Non-Public Schools do not get reimbursed for expenses. All requests to procure goods and services are through the MUNIS system.

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- Please clarify if purchase orders being input by non-public schools are aligned to the 1) agreed terms discussed during the consultation process **and** 2) with approved CG activities.
- **GDOE RESPONSE (August 08, 2022):**
 - Yes, all requisitions entered into MUNIS and converted to purchase orders are aligned to agreed terms and are approved in the CG application. Included in the MUNIS workflow, the Federal Programs Division reviews all requisitions for allowability, reasonableness, and allocability.
- Additional Documentation(s) Requested:
 - The “attachments” cited in the pre-award flowchart (page 7 of the PDF) are unclear. **Please share examples of documents that were used as part of the training during the consultation.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the PowerPoint slide deck of the FY22 CG Consultative Workshop Day 1 and Day 2. (Page 85)
 - CGA training and allowability requirements for non-public schools are part of the consultation process. **Please share the presentation that is used during the consultation process.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the PowerPoint slide deck of the FY22 CG Consultative Workshop Day 1 and Day 2. (Page 85)
 - The content of the “Stakeholder Consultative Workshop” is unclear. **Please share the presentation that is used during the “Stakeholder Consultative Workshop.”**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the PowerPoint slide deck of the FY22 CG Consultative Workshop Day 1 and Day 2. (Page 85)
 - **Please share examples of requisitions that were initiated from a non-public school end user in the MUNIS system that are 1) aligned to the agreed terms discussed during the consultation process and 2) approved CG activities.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation Requisition No. 20210763 (Page 347)

Question 2: Is a timeline developed for consultation in collaboration with private school officials? Does the Insular Area have annual affirmation of consultation forms on file for all participating private schools? (Section D page 3)

- Additional Documentation(s) Requested:
 - **Please share a copy of the “Draft Manual Guidance – 201” that contains information on the “Intent to Participate” for non-public schools.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the Draft Manual Guidance - Consultation with Private Non-Public Schools (Page 352)

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Question 3: Has the Insular Area designated an ombudsman? In what monitoring and enforcement activities does the ombudsman participate? (Section D page 3)

- Additional Documentation(s) Requested:
 - **Please share any monitoring reports that are available for monitoring and enforcement activities conducted at non-public schools.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the Program Activity Observation and Monitoring Report. (Page 359)
 - **Please provide any existing SOPs and any documentation related to the complaint process related to the responsibilities of the state ombudsman.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the Draft Complaint Procedures & Forms (Ombudsman) (Page 366)

Question 6: How are the non-public school activities monitored to ensure that they primarily benefit the children enrolled in the non-public school, and not the “general” needs of the non-public school? (Section D page 4)

- Additional Documentation(s) Requested:
 - **Please share a copy of the non-public monitoring report.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the Program Activity Observation and Monitoring Report. (Page 371)

Question 7: Who is responsible for overseeing the support, goods, and services to non-public schools? (Section D page 5)

- Additional Documentation(s) Requested:
 - **Please share a copy of the draft SOP that states who in the Federal Programs Division is responsible for all CG projects.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes the Draft Manual Guidance - Consultation with Private Non-Public Schools (Page 379)

Question 8: How are supplies and equipment used to support non-public students tracked? (Section D page 5)

- Additional Documentation(s) Requested:
 - **Please share a copy of the SOP that delineates the process for creating Fixed Assets Report or inputting/retrieving MUNIS Requisition data.**
 - **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes SOP #200-015 GDOE Fixed Asset Management (Page 386)
 - **Please share examples of requisitions (documentation of the full MUNIS process from start to finish) initiated from a non-public school end user.**
 - **GDOE RESPONSE (August 08, 2022):**

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Please see the requested additional documentation which includes Requisition No, 20210763 and PO20210316. (Page 472)

Section E: Uses of Funds

Question 1: How does the Insular Area determine which eligible Federal programs shall be included within the CG application? (Section E page 2)

- Additional Documentation(s) Requested:
 - **Please share examples of stakeholder feedback (i.e., parents & students) that is considered into the decision-making process.**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes Consolidated Grant School Implementation Plans completed by High School Administrators providing feedback that is being considered in the decision-making process. (Page 480)

Question 6: Describe the level of support (guidance and technical assistance) the Insular Area provides LEAs/Project Leads around coordinating the use of CG funds with programs that share similar goals and purposes. (Section E page 6)

- Additional Documentation(s) Requested:
 - **Please share sign-in sheets and agendas that show how often individual and small-group TA sessions take place.**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation which includes sign-in sheets and agendas for small-group Technical Assistance sessions. (Page 574)

Section F: Period of Availability

Question 1: How does the Insular Area ensure that it only uses grant funds for expenditures that were incurred during an award's period of availability? (Section F page 2)

- Additional Documentation(s) Requested:
 - **Please clarify and share examples of a “specific exemption” (p. 11 of PDF).**
- **GDOE RESPONSE (August 08, 2022):**
Please see the requested additional documentation:
 - Email originating from Alvarez and Marsal, Third Party Fiduciary Agent (TPFA), dated September 29, 2021, is an example of an exception. TPFA has authorized a blanket approval to streamline the conversion of requisitions that are funded by expiring Consolidated Grant (CG) funds, into purchase orders. The email blanket approval serves as formal notification to all end users (and approvers). (Page 584)
 - Email originating from Alvarez and Marsal, Third Party Fiduciary Agent (TPFA), dated September 29, 2021, is an example of an exception. TPFA has provided formal notification to all end users (and approvers) that requisitions will either be rejected or closed if conversion into a purchase order cannot be completed by September 20, 2022 (FY2021). (Page 585)

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