Florida Department of Education
Career and Adult Education

**Quality Assurance and Compliance
Onsite Monitoring Visit
for
Career and Technical Education**

Walton County School District

September 25-27, 2017

Final Report

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Division of Career and Adult Education

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I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2017-2018 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2017-18 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A

risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

The monitoring strategy for the Walton County School District (WCSD) was determined to be an onsite visit. Notification was sent to Mr. Russell Hughes, superintendent, on August 23, 2017. The designated representatives for the agency were Mr. Charlie Morse, principal of Emerald Coast Technical College (ECTC) and Ms. Crystal Appel, Coordinator of Instructional Support Services.

The onsite visit to the agency was conducted September 25, 2017 through September 27, 2017. The three representatives of the division present during the visit were program specialists, Ms. LaStacia Spencer and Ms. Christine Walsh and Mr. Tashi Williams, Director of the Quality Assurance and Compliance section.

V.   WALTON COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2015-16
CTE (possible duplication at program level)
2,600

The provider was awarded the following grants for FY's 2015-16, 2016-17 and 2017-18:

FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Secondary	660-1616A-6CS01	$ 103,141.00	$ 3,150.22
Perkins CTE Rural	660-1616A-6CR01	$ 62,518.00	$ 85.09

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Secondary	660-1617A-7CS01	$ 93,774.00	$ 1,082.25
Perkins CTE Rural	660-1617A-7CR01	$ 52,624.00	$ 479.38

FY 2017-18

Grants	Grant Number	Grant Amount	Unexpended
Perkins CTE Secondary	660-1618A-8CS01	$ 93,692.00	N/A
Perkins CTE Postsecondary	660-1618A-8CP01	$ 54,286.00	N/A
Perkins CTE Rural	660-1618A-8CR01	$ 53,584.00	N/A

Additional information about the provider may be found at the following web address:
http://www.walton.k12.fl.us/

VI.   MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, records review, inventory review and interviews with administrators.

Onsite Visits
Members of the team made onsite visits to the following locations:

- WCSD Main Administration Office
- ECTC
- Paxton School
- Walton High School

Entrance and Exit Conferences
The entrance conference for the WCSD was conducted on September 25, 2017. The exit conference was conducted on September 27, 2017. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
A. Russell Hughes	Superintendent	X	
Debra Noyes	Chief Financial Officer	X	
Kay Dailey	Supervisor, Curriculum and Instruction	X	X
Charlie Morse	Principal, ECTC	X	X
Sue Ellen Colin	Postsecondary Education Facilitator	X	X
Crystal Appel	Coordinator, Instructional Support Services	X	X
Chris Piland	Management Information Systems Coordinator	X	X
Cindy Anderson	Career Counselor	X	X
Donna Honish	Career Counselor	X	X
FDOE Monitoring Team			
Tashi Williams	Director, QAC, FDOE	X	X
LaStacia Spencer	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews
Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 50 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII.   RESULTS

A.   <u>ADMINISTRATION:</u> refers to the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.

- The superintendent has a clear vision for the school district and is supportive of the growth and expansion of both secondary and postsecondary CTE programs.
- Despite the recent changes in staff, administration is knowledgeable of state and federal grant requirements and working on addressing lingering concerns from the previous administration.
- In recent years, WCSD has experienced a significant increase in the number of industry certifications earned between 2015-16 and 2016-17.
- Professional development opportunities are offered to all staff within the district and participation in conferences are encouraged as funding allows.
- There were no instances of fraudulent activities reported during this monitoring review.

B.   <u>DATA AND ASSESSMENT:</u> refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- WCSD utilizes FOCUS School Software System for the collection of various student data.
- CTE student data (including program completers and industry certifications) were verified during the course of the visit.
- Data staff and administration regularly attend the Workforce Education District Data Advisory Council (WEDDAC) meetings held by FDOE.
- With the assistance of the Federal and State Initiatives Section, WCSD has created policies and procedures for data collection and reporting in the 2017-18 school year.
- Reporting errors are reviewed regularly by data specialists.

C.   <u>CURRICULUM AND INSTRUCTION:</u> refers to those elements that contribute to student learning and skill acquisition.

- WCSD is working towards enhancing and expanding their current CTE programs by addressing community needs and student interest.
- Dual enrollment is offered for local high schools students to ECTC.
- State of the art equipment is being used in the classrooms to ensure that student learning is aligned with industry standards.
- The program advisory boards serve a pivotal role in the development and enhancement of the CTE programs. The information shared by the boards allow these programs to obtain equipment and materials that meet industry standards.

D.   <u>TECHNOLOGY AND EQUIPMENT:</u> refers to a review of the technology and equipment used by students and instructors in the classroom; addresses access, availability, innovation, use and condition.

- Inventory is conducted on an annual basis.
- Equipment purchased with grant funds were verified during the course of the visit and followed UGG standards.
- All equipment purchased over the $500 threshold is required to be tagged with a district asset number.
- The equipment and teaching materials used in the classrooms are current and adequate for the number of students.

- A laptop purchased with Perkins funds has been reported as missing within the past 12 months. A police report is on file as required by district policy.
- During the inventory review, two items were labeled with the incorrect property asset number at ECTC.

FINDINGS AND ACTION
- Finding D1: Equipment did not meet the rules and guidelines as specified in the UGG (§200.313 - Equipment). Property asset numbers on equipment did not match the information that was listed in the inventory report.
  - Corrective Action D1: Property asset numbers must match what is listed on the equipment inventory listings in order to comply with federal requirements. This finding was corrected by ECTC administration while the monitoring team was onsite. No additional followup is required.

E. **ACCESS AND EQUITY:** refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9556.

F. **RECORDS REVIEW:** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- District Financial Policies and Procedures
- ECTC Student Registration and Enrollment Forms
- District Code of Student Conduct Handbook
- Data Collection Instructions
- Promotional Program Material
- TABE Test Administrator Certifications
- District Property Record Manual
- Inventory Records and Supporting Documents
- District Inventory Forms
- Program Advisory Committee Guidelines, Meeting Agendas and Minutes
- Student Records
- Financial Records (Travel, Purchasing and Procurement)
- Verification of a sample of Student Industry Certifications
- Verification of a sample of OCP attainment
- Employee Time and Effort Reports
- District Website

G. **FINANCIAL:** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- Financial and inventory records are processed and maintained using the FOCUS School Software System.

- WCSD has established policies and procedures for accounting practices including purchasing and procurement, travel, inventory and equipment disposal that is available on the website.
- FDOE monitoring staff verified that the proper procedures were taking place in approving grant funded purchases and travel expenses.
- The monitoring team reviewed requisition data, purchase orders and reimbursement request documents and found these documents to be in accordance with state policies.
- During the review, significant discrepancies were noted between the FY 2015-16 and 2016-17 approved grant budgets and the final DOE 399s. Subsequent amendments did not reflect the major budget modifications that had been made between budget categories/object codes.

FINDINGS AND ACTION

- Finding G1: The agency failed to received FDOE approval for significant budget modifications made to the grant budgets in FY 2015-16 and 2016-17 (FDOE Green Book (Project Amendments – Program and Budget Amendments Requiring DOE Forms, Section B-2).

    o Corrective Action G1: WCSD should submit an amendment for significant budget modifications prior to the end of the grant award period.

- Finding G2: Time and effort reports for grant funded staff, were not appropriately dated as required in UGG §200.430), FDOE Green Book (Personnel Cost – Time Distribution, Section C-19).

    o Corrective Action G2: WCSD must revise time and effort reports to include dates of signature, as required.

- Finding G3: Financial policies and procedures do not reference procedures for determining the allowability of costs as required in the UGG (§200.302 - Financial Management).

    o Corrective Action G3: WCSD must revise financial policies and procedures to include all internal control statements for financial management.

H. **COLLABORATION:** refers to the collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- WCSD has strong partnerships with area business and industry organizations and corporations in order to address labor market need and enhance the student learning experience, including:
    o CareerSource Okaloosa Walton
    o Walton County Sheriff's Office
    o Walton County Health Department
    o Gulf Power
    o Early Learning Coalition of Okaloosa & Walton Counties
    o Gulf Coast State College
    o Local News Channels
    o DeFuniak Springs Airport
    o Sacred Heart Medical Center
    o And other area businesses that serve as guest speakers, advisory board members and provide internship opportunities for students
- WCSD has articulation agreements with ECTC and Northwest Florida State College.

- WCSD has advisory boards for all CTE programs that meet regularly. Effective as of the 2017-18 school year, secondary CTE programs have established their own advisory boards separate from postsecondary CTE advisory boards.

I. **PERKINS LOCAL PROGRAM IMPROVEMENT PLAN:** A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

- Perkins core measures were discussed for measures in which 90% attainment was not satisfied in 2015-16. Various strategies for improving performance were offered by the compliance team. The compliance team feels that the administration is making the necessary steps towards improvement upon those measures.

Secondary Perkins Performance Measures 2015-16
In 2015-16, the agency met or exceeded all secondary measures. Therefore, a PIP was not required.

Postsecondary Certificate Performance Indicators 2015-16
In 2015-16, the agency met or exceeded all postsecondary measures except for the following. Therefore, a PIP was required:

- o 3A1 Retention or Transfer: Local Actual of 69.39% vs. Local Agreed of 82.04%
- o 5A1 Non-traditional Enrollment: Local Actual of 6.57% vs. Local Agreed of 13.00%
- o 5A2 Non-traditional Completion: Local Actual of 50.00% vs. Local Agreed of 78.28%

J. **PROGRAMS OF STUDY:** As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to WCSD, Heather Conley and Cathy Hammond from the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with WCSD staff on Monday, September 25, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

Medical Administrative Specialist Program of Study
Identification and Development of this POS
- Staff on the call reported that the Medical Administrative Specialist POS was a small but viable program that they wanted to expand during the 2015-16 project year. There was a strong postsecondary program in this area that had been in place for a long time and they were hoping to expand the program at both the secondary and postsecondary levels. There was also solid community support for the program.
- This program was identified through job demands in the community, student interest and the existence of a related statewide articulation agreement in place that would link the secondary program to some at the local state college.

Temporary Discontinuation of this POS

- At the beginning of the 2015-16 school year, the staff member teaching both the secondary and postsecondary courses was moved out of that position. The loss of the teacher and the low number of students enrolled, caused the program to be discontinued for the fall semester,

with the hopes of starting it up again the following semester. They were unable to restart the program the next semester, not realizing the impact that losing the one teacher would have on the viability of the program. WCSD still hopes to revive this program in the future.

- Students in this POS were moved to the Administrative Office Specialist program to be able to complete a program. This program has a strong foundation at the secondary level and has similar courses and content as the Medical Administrative Specialist program.
- There is continuing student interest in healthcare but in direct care more than in administration. WCSD has strong secondary programs in Nursing and staff felt that adding a Patient Care Technician program of study at ECTC was a critical step for expanding healthcare options and the pathway from secondary to postsecondary.

Programs of Study Overall

Definition of Program of Study
- A POS is a sequence of CTE courses with rigorous content that is a structured system that helps students move between secondary and postsecondary. The postsecondary link is critical and communication between secondary, postsecondary and business partners is essential.
- POS need to lead to something, such as industry certifications and/or degrees, and industry certifications are seen to be as important as degrees.
- It is important to emphasize in POS that academic courses support CTE content and certifications and degree programs.

Identification and Development of Programs of Study
- Identification of programs is usually done through the ECTC Institutional Advisory Committee (IAC) that includes representatives from secondary, postsecondary and local businesses, with some input from program/cluster advisory committees. The IAC meets twice per year. To identify new programs, the IAC reviews current economic trends in the community and the regional and state demand occupations lists, considers what is already in place to build on, particularly at the postsecondary level, as well as student interests.
- WCSD usually builds their programs with the "end in mind," finding it most beneficial to first have strong options available at the postsecondary level of the pathway. For most programs, WCSD explores what is already available at the postsecondary portion of the pathway, starting at the AS degree level, and then explores options for PSAV programs and certifications. Once the postsecondary programs are in place, they explore secondary options, including opportunities for dual enrollment. The goal is to build tight linkages between levels, so that students have a variety of options.
- Staff on the call reported that currently WCSD offers 12 secondary programs of study and 15 postsecondary programs of study.

Partnerships and Collaboration
Advisory Committees
- The ECTC IAC is an institution-wide committee that performs a variety of functions, including identifying new ECTC CTE programs for development and conducting reviews of these programs.
- ECTC has separate advisory committees for career clusters and/or programs, depending on the cluster. Some clusters, such as Health Science, have a number of advisory committees, while others like Information Technology (IT), have only one for the entire cluster. The committees at ECTC have been in place a long time and are very well established.
- Advisory committee membership includes local businesses as well as representatives from secondary on ECTC committees and from postsecondary on secondary committees.

- WCSD faces several challenges in recruitment of advisory committee members. First, there is a limited number of businesses in the area, so committees need to "share" business representatives. This can limit the number of advisory committees. Second, WCSD covers a large geographic area and members may need to travel long distances to attend meetings.
- Secondary advisory committees for programs/clusters are just now being developed and trained on ways to support programs.

Secondary and Postsecondary Relationships
- Communication and collaboration between secondary and postsecondary are seen as essential so that each level is informed about what is going on at the other level, strengthening programs. Staff on the call felt that Health Sciences programs were so strong due to the robust linkages between all levels.
- The IAC is working to build and strengthen career dual enrollment at ECTC by meeting with principals and secondary administrators and sharing POS.
- University of West Florida has also contacted WCSD to work on pathways to some of their degree programs.
- The JumpStart program is an agreement between WCSD and Northwest Florida State College (NWFLSC) about awarding college credit to secondary students who have earned an industry certification, primarily in IT. The program is very popular with students. Juniors and seniors also attend NWFLSC career fairs.
- WCSD is also interested in exploring district-to-district partnerships.

Collaboration with Local Businesses
- There is currently lots of interest in and perceived need for secondary programs by local businesses, such as in manufacturing, and there are many grant opportunities available to fund these programs.
- ECTC works to anticipate growth in the region, such as new growth in manufacturing, and develop programs to meet future labor force needs.
- Local businesses are involved in all aspects of POS and work with WCSD to help strengthen programs. They provide work experiences for students and let the district know what certifications are of value to them. As members of the advisory committees, business representatives review curriculum to make sure that skills and topics being taught are meeting their needs and that equipment is up-to-date and being used correctly. Schools provide information to businesses on changes in curriculum and new developments at schools that might impact CTE programs and student preparation for the labor force.
- The WCSD CTE Director attends CareerSource meetings and gets information on community/business needs and shares with CareerSource members, relevant information on WCSD CTE programs and initiatives.
- There were career expos at ECTC in conjunction with CareerSource in the fall and spring of last year (2016-17). CareerSource recruited the employers. The expo was set up to co-locate employers with program classrooms in the ECTC facility so that participants could not only meet employers and discuss available jobs but also get information on the types of education/training available in that area from ECTC program staff. For employers, it gave them the opportunity to recruit students from related programs.
- There was limited promotion of the career expos to secondary students, so few secondary students attended. The plan is to increase promotion to secondary students for this year's expos.
- Staff are working on getting field experience and exposure to careers to secondary students.

Challenges to Enrollment and Completion of PSAV Programs

- ECTC staff are finding it challenging to get students to enter and/or complete certain PSAV programs and certifications, such as those for Administrative Office and Medical Administrative Specialists and those in manufacturing. This is due to that fact that local businesses are paying the same wages to personnel without certifications as to those that earn them, resulting in students seeing little benefit in completing these programs.

Promoting and Changing Perceptions of CTE
- ECTC staff are working to make sure that secondary principals see CTE as not just an elective credit or to earn money for certifications. When they point out to principals how high the "text complexity" is of CTE courses and that course content of many CTE courses is at honors level and can help student performance on SAT and other tests, there is more buy-in to CTE.
- The new secondary career counselor now works with all school counselors and teachers to provide information on POS and help them understand the value of pathways.
- A county-wide summit on manufacturing growth in the region that included secondary personnel as well as the provision of data on how CTE can impact academics to secondary personnel, resulted in secondary schools including better content on CTE and career planning in their school improvement plans.
- ECTC staff feel that they are doing a great job of promoting their programs, but that secondary needs to do more promotion of their programs. Staff on the call felt that developing multiple programs at multiple high schools will help promote secondary programs.
- CareerSource and ECTC staff provide career information to high school seniors and show them the seamless paths in programs, with the different on and off ramps and certifications and options for careers and further education.

Review Process for Programs of Study
- The IAC and program advisory committees are involved in the review of programs of study. Business representatives review curriculum to ensure that coursework is preparing students to meet labor market needs. They also provide input on available certifications and their relevance to labor market needs and ensure that equipment is up-to-date and being used correctly.
- Secondary and postsecondary representatives review the curriculum frameworks for needed updates and revisions and ensure that curriculum and articulation agreements create seamless pathways in programs of study and include a number of exit and entrance options.

Benefits of the DCAE Perkins Technical Assistance for Program Improvement
- The secondary CTE Director reported that working with FSI staff through the Perkins technical assistance process on Perkins Performance Measure 5S1 was very beneficial for them. They discovered by looking at data beyond just graduation rates, that secondary students were not moving into postsecondary programs and that there was a need to provide more counseling to students about options after high school. Their focus on Culinary Arts uncovered a need for expansion of this POS.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – The Walton County School District is required to complete a CTE Corrective Action Plan.

IX.   SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the WCSD onsite monitoring visit. Special thanks are offered to Mr. Charlie Morse and Ms. Crystal Appel for their participation and leadership during this process.

Walton County School District
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants

Agency Name: **WALTON COUNTY DISTRICT SCHOOL BOARD**
Program type: **CAREER AND TECHNICAL EDUCATION**
Target Year: **2015-2016**
Monitoring Year: **2017-2018**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Last Monitored	7 years or more	7	**7**	X 10	**70**
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	**3**	X8	**24**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	**3**	X 8	**24**
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	**1**	X 8	**8**
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	**7**	X 6	**42**
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	**3**	X 4	**12**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	**5**	X 4	**20**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**200**

*Data sources used for calculations: Prior to July 1, 2016

Walton County School District
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
Finding D1: Equipment did not meet the rules and guidelines as specified in the UGG (§200.313 - Equipment). Property asset numbers on equipment did not match the information that was listed in the inventory report.	Property asset numbers must match what is listed on the equipment inventory listings in order to comply with federal requirements This finding was corrected by ECTC administration while the monitoring team was onsite. No additional followup is required.	Findings were corrected while monitoring team was on-site.	Charlie Morse	September 26, 2017
Finding G1: The agency failed to received FDOE approval for significant budget modifications made to the grant budgets in FY 2015-16 and 2016-17 (FDOE Green Book (Project Amendments – Program and Budget Amendments Requiring DOE Forms, Section B-2).	WCSD should submit an amendment for significant budget modifications prior to the end of the grant award period.	WCSD will submit amendments as needed prior to the end of the grant award period.	Crystal Appel and Charlie Morse	End of grant award period
Finding G2: Time and effort reports for grant funded staff, were not appropriately dated as required in UGG §200.430), FDOE Green Book (Personnel Cost – Time Distribution, Section C-19).	WCSD must revise time and effort reports to include dates of signature, as required.	WCSD has included on all time and effort reports both date and signature.	Donna Honish/Crystal Appel and Cindy Anderson/Charlie Morse	Monthly through the end of the award year.
Finding G3: Financial policies and procedures do not reference procedures for determining the allowability of costs as required in the UGG (§200.302 - Financial Management).	WCSD must revise financial policies and procedures to include all internal control statements for financial management.	WCSD financial policies and procedures will include procedures for the allowability of costs as required in the UGG.	Chief Financial Officer	June 30, 2018

Plan submitted by (name and title): Crystal Appel   **Date:** 11/7/17

Plan accepted by: LaStacia Spencer, Program Specialist IV   **Date:** 11/7/2017

Status of Action Plan (to be completed by FDOE staff):

Date:	Status of Plan Completion: