The Board of Education of Dorchester County

COMPLIANCE REPORT

June 30, 2023

The Board of Education of Dorchester County

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Education of Dorchester County Cambridge, Maryland

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the business-type activities, and each major fund of The Board of Education of Dorchester County (the "Board"), as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise The Board of Education of Dorchester County's basic financial statements, and have issued our report thereon dated September 25, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered The Board of Education of Dorchester County's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control. Accordingly, we do not express an opinion on the effectiveness of the Board's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether The Board of Education of Dorchester County's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Salisbury, Maryland September 25, 2023



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

The Board of Education of Dorchester County Cambridge, Maryland

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited The Board of Education of Dorchester County's compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the Board's major federal programs for the year ended June 30, 2023. The Board of Education of Dorchester County's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

In our opinion, The Board of Education of Dorchester County, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2023.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of The Board of Education of Dorchester County and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the Board's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the Board's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on The Board of Education of Dorchester County's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Board's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and
 design and perform audit procedures responsive to those risks. Such procedures include
 examining, on a test basis, evidence regarding The Board of Education of Dorchester County's
 compliance with the compliance requirements referred to above and performing such other
 procedures as we considered necessary in the circumstances.
- Obtain an understanding of The Board of Education of Dorchester County's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of The Board of Education of Dorchester County's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that have not been identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the governmental activities, the business-type activities, and each major fund of The Board of Education of Dorchester County, as of and for the year ended June 30, 2023, and the related notes to the financial statements, which collectively comprise The Board of Education of Dorchester County's basic financial statements. We issued our report thereon dated September 25, 2023, which contained unmodified opinions on those financial statements. Our audit was performed for the purpose of forming opinions on the financial statements that collectively comprise the basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Salisbury, Maryland

September 25, 2023, except for the Schedule of Expenditures of Federal Awards, which is dated December 8, 2023

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The Board of Education of Dorchester County SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS Year Ended June 30, 2023

Funding Source Number Number Number Subrecipients		Grant	Federal Assistance Listing	Revenue Recognized/	Expenditures to
Child Nutrition Cluster	Funding Source	Number	Number	Expenditures	Subrecipients
National School Lunch Program		ation:			
National School Lunch Program	Child Nutrition Cluster:				
P-EBT	School Breakfast Program	None	10.553	\$ 929,084	\$ -
SCA - NSLP	National School Lunch Program	None	10.555	2,101,825	-
None	P-EBT	None	10.555	5,950	-
Summer Food Service Program None 10.569 73.805 -	SCA - NSLP	None	10.555	114,758	-
Summer Food Service Program None 10.559 73,805 -	Food Distribution - Commodities	None	10.555	271,367	
Presh Fruit and Vegetable Program				2,493,900	
Total Child Nutrition Cluster S,573,206 -	Summer Food Service Program	None	10.559	73,805	
Child and Adult Care Food Program	Fresh Fruit and Vegetable Program	None	10.582	76,417	
DEPARTMENT OF EDUCATION Indirect Grants Passed Through the Maryland State Department of Education:	Total Child Nutrition Cluster			3,573,206	
DEPARTMENT OF EDUCATION Indirect Grants Passed Through the Maryland State Department of Education:	Child and Adult Care Food Program	None	10.558	119,742	
Title 1	TOTAL DEPARTMENT OF AGRICULTURE			3,692,948	<u> </u>
Students w/ Disabilities - Passthrough 230606-01 84.027 854.432 - Students w/ Disabilities - Family Support System 230606-05 84.027 2,196 - Students w/ Disabilities - Passthrough - CCEIS 230606-05 84.027 12,603 - Students w/ Disabilities - Passthrough - CCEIS 230606-05 84.027 19,237 - Students w/ Disabilities - Passthrough - CCEIS 230606-05 84.027 19,237 - Students w/ Disabilities - Passthrough - CCEIS 230606-05 84.027 3,890 - Students w/ Disabilities - Early Childhood Local Implementation Plan 211003-01 84.027 37,478 - Students w/ Disabilities - Secondary Transition 211003-01 84.027 40,486 - Students w/ Disabilities - Access, Equity, & Progress 211003-03 84.027 40,486 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-02 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - 2nd Trans 230916-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-04 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-05 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-05 84.027A 4,349 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 4,466 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 3,661 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 3,661 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 3,661 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 3,661 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 3,661 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 3,661 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 3,661 - S		ation:			
Students w/ Disabilities - Passthrough 230606-01 84.027 854,432 - Students w/ Disabilities - Passthrough 230606-05 84.027 2,196 - Students w/ Disabilities - Passthrough CCEIS 230606-05 84.027 12,603 - Students w/ Disabilities - Passthrough - CCEIS 230606-03 84.027 12,603 - Students w/ Disabilities - Passthrough - CCEIS 210271-02 84.027 3,890 - Students w/ Disabilities - Passthrough - CCEIS 210271-02 84.027 3,890 - Students w/ Disabilities - Passthrough - CCEIS 211003-01 84.027 37,478 - Students w/ Disabilities - Secondary Transition 211003-02 84.027 40,486 - Students w/ Disabilities - Access, Equity, & Progress 211003-03 84.027 40,406 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-02 84.027A 43,673 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 3,661 - Students w/ Disabilities - Passthrough - PPPS 220396-02 84.027A 28,683 - Students w/ Disabilities - Passthrough - PPPS 220396-03 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-01 84.027A 28,683 - Stud	Title 1	221515-01	84.010	24,489	_
Students w/ Disabilities - Passthrough 230606-01 84.027 854,432 - Students w/ Disabilities - Passthrough 230606-05 84.027 2,196 - Students w/ Disabilities - Family Support System 230606-05 84.027 12,603 - Students w/ Disabilities - Passthrough - CCEIS 230606-03 84.027 12,603 - Students w/ Disabilities - Passthrough - CCEIS 230606-03 84.027 19,237 - Students w/ Disabilities - Passthrough - CCEIS 210271-02 84.027 3,890 - Students w/ Disabilities - Passthrough - CCEIS 2100271-02 84.027 3,890 - Students w/ Disabilities - Secondary Transition 211003-01 84.027 37,478 - Students w/ Disabilities - Access, Equity, & Progress 211003-01 84.027 40,486 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027 4,040 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-05 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-05 84.027A 4,349 - Students w/ Disabilities - Passthrough - PPPS 220396-05 84.027A 8667 - Students w/ Disabilities - Passthrough - CCEIS 220396-05 84.027A 8667 - Students w/ Disabilities - Passthrough - PPPS 220396-05 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-01 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-01 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 22	Title 1	231241-01	84.010	2,111,134	-
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Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Early Childhood Local Implementation Plan Students w/ Disabilities - Secondary Transition Students w/ Disabilities - Secondary Transition Students w/ Disabilities - Access, Equity, & Progress Infants & Toddlers - Federal - PT B 611 - Discr Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - 2nd Trans Students w/ Disabilities - Passthrough Students w/ Disabilities - Passthrough - PPPSS Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Dasathrough - CCEIS Students w/ Disabilities - Local Implementation Grants - Early Childhood COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 3,890 40,486 - 211003-02 84.027A 40,400 - 84.027A 43,673 - 230912-03 84.027A 43,673 - 220165-01 84.027A 43,673 - 3,333 - 3 - 3 - 3 - 3 - 3 - 3	Students w/ Disabilities - Family Support System	230606-05	84.027	12,603	-
Students w/ Disabilities - Early Childhood Local Implementation Plan Students w/ Disabilities - Secondary Transition Students w/ Disabilities - Access, Equity, & Progress Infants & Toddlers - Federal - PT B 611 - Discr Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - 2nd Trans Students w/ Disabilities - Federal - PT B 611 - Discr Students w/ Disabilities - Federal - PT B 611 - Discr Students w/ Disabilities - Federal - PT B 611 - Discr Students w/ Disabilities - Family Support System Students w/ Disabilities - Family Support System Students w/ Disabilities - Passthrough - PPPSS Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Early Childhood COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-01 State of Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03		230606-03	84.027	19,237	-
Students w/ Disabilities - Secondary Transition 211003-02 84.027 40,486 - Students w/ Disabilities - Access, Equity, & Progress 211003-03 84.027 4,040 - Infants & Toddlers - Federal - PT B 611 - Discr 230616-01 84.027A 6,472 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Local Implementation Grants - 2nd Trans 230912-02 84.027A 9,018 - Infants & Toddlers - Federal - PT B 611 - Discr 220165-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - Family Support System 220396-04 84.027A 1,912 - Students w/ Disabilities - Passthrough - PPPSS 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - CCEIS 220396-02 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 <td>Students w/ Disabilities - Passthrough - CCEIS</td> <td>210271-02</td> <td>84.027</td> <td>3,890</td> <td>-</td>	Students w/ Disabilities - Passthrough - CCEIS	210271-02	84.027	3,890	-
Students w/ Disabilities - Access, Equity, & Progress 211003-03 84.027 4,040 - Infants & Toddlers - Federal - PT B 611 - Discr 230616-01 84.027A 6,472 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Local Implementation Grants - 2nd Trans 230912-02 84.027A 9,018 - Infants & Toddlers - Federal - PT B 611 - Discr 220165-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - Family Support System 220396-04 84.027A 1,912 - Students w/ Disabilities - Passthrough - PPPSS 220396-05 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood	Students w/ Disabilities - Early Childhood Local Implementation Plan	211003-01	84.027	37,478	-
Infants & Toddlers - Federal - PT B 611 - Discr 230616-01 84.027A 6,472 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Local Implementation Grants - 2nd Trans 230912-02 84.027A 9,018 - Infants & Toddlers - Federal - PT B 611 - Discr 220165-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - Family Support System 220396-04 84.027A 1,912 - Students w/ Disabilities - Passthrough - PPPSS 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B	Students w/ Disabilities - Secondary Transition	211003-02	84.027	40,486	-
Students w/ Disabilities - Local Implementation Grants - Access, Equity 230912-03 84.027A 43,673 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Local Implementation Grants - 2nd Trans 230912-02 84.027A 9,018 - Infants & Toddlers - Federal - PT B 611 - Discr 220165-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - Family Support System 220396-04 84.027A 1,912 - Students w/ Disabilities - Passthrough - PPPSS 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - CCEIS 220396-02 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X	Students w/ Disabilities - Access, Equity, & Progress	211003-03	84.027	4,040	-
Students w/ Disabilities - Local Implementation Grants - Early Childhood 230912-01 84.027A 3,333 - Students w/ Disabilities - Local Implementation Grants - 2nd Trans 230912-02 84.027A 9,018 - Infants & Toddlers - Federal - PT B 611 - Discr 220165-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - SECAC 220396-04 84.027A 1,912 - Students w/ Disabilities - Family Support System 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - PPPSS 220396-02 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 1,937 -	Infants & Toddlers - Federal - PT B 611 - Discr	230616-01	84.027A	6,472	-
Students w/ Disabilities - Local Implementation Grants - 2nd Trans 230912-02 84.027A 9,018 - Infants & Toddlers - Federal - PT B 611 - Discr 220165-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - SECAC 220396-04 84.027A 1,912 - Students w/ Disabilities - Family Support System 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - PPPSS 220396-02 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 1,937 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-03 84.027X 1,937 -	Students w/ Disabilities - Local Implementation Grants - Access, Equity	230912-03	84.027A	43,673	-
Infants & Toddlers - Federal - PT B 611 - Discr 220165-01 84.027A 4,349 - Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - SECAC 220396-04 84.027A 1,912 - Students w/ Disabilities - Family Support System 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - PPPSS 220396-02 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-03 84.027X 1,937 -	Students w/ Disabilities - Local Implementation Grants - Early Childhood	230912-01	84.027A	3,333	-
Students w/ Disabilities - Passthrough 220396-01 84.027A 147,649 - Students w/ Disabilities - SECAC 220396-04 84.027A 1,912 - Students w/ Disabilities - Family Support System 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - PPPSS 220396-02 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -	Students w/ Disabilities - Local Implementation Grants - 2nd Trans	230912-02	84.027A	9,018	-
Students w/ Disabilities - SECAC 220396-04 84.027A 1,912 - Students w/ Disabilities - Family Support System 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - PPPSS 220396-02 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -	Infants & Toddlers - Federal - PT B 611 - Discr	220165-01	84.027A	4,349	-
Students w/ Disabilities - SECAC 220396-04 84.027A 1,912 - Students w/ Disabilities - Family Support System 220396-05 84.027A 7,416 - Students w/ Disabilities - Passthrough - PPPSS 220396-02 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93,651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -		220396-01		147,649	-
Students w/ Disabilities - Family Support System Students w/ Disabilities - Passthrough - PPPSS Students w/ Disabilities - Passthrough - PPPSS Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Early Childhood Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/	· · · · · · · · · · · · · · · · · · ·				-
Students w/ Disabilities - Passthrough - PPPSS 220396-02 84.027A 867 - Students w/ Disabilities - Passthrough - CCEIS 220396-03 84.027A 93.651 - Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28.683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14.675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 18.301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -					-
Students w/ Disabilities - Passthrough - CCEIS Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Access, Equity Students w/ Disabilities - Local Implementation Grants - Early Childhood COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03					-
Students w/ Disabilities - Local Implementation Grants - Access, Equity 221162-02 84.027A 28,683 - Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-01 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -					-
Students w/ Disabilities - Local Implementation Grants - Early Childhood 221162-01 84.027A 14,675 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -	•				-
COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough 221186-01 84.027X 18,301 - COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -					_
COVID-19 ARP - SPED - B State Priority - 22 LAFF PT B 611 Passthrough CCI 221186-03 84.027X 1,937 -					_
·					_
				1,356,298	-

The Board of Education of Dorchester County SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS Year Ended June 30, 2023 (continued)

(continued)		Federal		
		Assistance	Revenue	Expenditures
	Grant	Listing	Recognized/	to
Funding Source	Number	Number	Expenditures	Subrecipients
SDED State Create B. State Driegity, 2002 AEE Dept B 610 Dresebeel	220500 04	04 172 4	¢ 25.004	¢.
SPED - State Grants - B - State Priority - 2023 LAFF Part B 619 Preschool SPED - State Grants - B - State Priority - 2023 LAFF Part B 619 Pre CCEIS	230580-01	84.173A 84.173A	\$ 25,004 4,779	Ф -
	230580-03 220389-02	84.173A		-
Students w/ Disabilities - Pre Passthrough - CCEIS		84.173X	4,583	-
COVID-19 ARP - B State Priority 22 LAFF PT B 619 Pre-Pass COVID-19 ARP - B State Priority 22 LAFF PT B 619 Pre-Pass CCEIS	221187-01 221187-02	84.173X	1,976 2,837	-
COVID-19 ARF - B State Filolity 22 LAFF FT B 019 FTe-Fass CCEIS	221107-02	04.1737	39,179	
			30,170	
Total Special Education Cluster (IDEA)			1,395,477	
Perkins	230324-01	84.048A	89,656	
Infants & Toddlers - Federal - PT C	230601-01	84.181A	13,124	
Infants & Toddlers - Federal - PT C	220139-01	84.181A	16,830	-
				-
COVID-19 ARP - SPED - K - C	221213-01	84.181X	55	-
COVID-19 State Improvement Grant - I&T - IDEA PT C - Extended Option	221750-01	84.181X	7,228 37,237	
			31,231	<u>-</u>
Rural Schools - FY22 Application	220619-01	84.358B	2,805	_
Rural Schools - FY22 Application - Extra Funds	220619-02	84.358B	21,869	-
Rural Schools - FY20 Extra Funds	221779-01	84.358B	12,480	-
Rural Schools - FY23 Application	231926-01	84.358	36,589	-
•			73,743	-
Title 2. English Language Association	220420 04	04.2054	10.040	
Title 3 - English Language Acquisition	230438-01 220668-01	84.365A 84.365A	19,246 16,824	-
Title 3 - LEP (English Language Acquisition)	220000-01	04.303A	36,070	
Title 2	221048-01	84.367	128,194	-
Title 2	230708-01	84.367	137,543	-
			265,737	-
Title 4 - Student Support/Academic Achievement	231205-01	84.424A	70,447	_
Title 4 - Student Support/Academic Achievement	221520-01	84.424A	92,714	_
		02	163,161	-
				_
Jacob K. Javits Gifted and Talented Students Education Program	N/A	84.206A	4,821	
Education Stabilization Fund:				
COVID-10 Caras Act - ESSED Fund II	202110 04	84 4250	1,639,110	
COVID-19 Cares Act - ESSER Fund II COVID-19 Future Ready - Integration of Technology	202118-01 221372-01	84.425D 84.425D	1,639,110	-
COVID-19 Future Ready - Integration of Technology COVID-19 ESSER Fund II - Expanded Access to AP Programs	221593-01	84.425D	14,372	-
COVID-19 Digital Learning Framework	222028-01	84.425D	11,985	-
OOVID-13 Digital Learning Framework	222020-01	04.423D	1,665,636	<u>-</u> _
			1,000,000	
COVID-19 ESSER Fund III	211954-01	84.425U	4,866,383	-
COVID-19 Maryland Leads - Grow Your Own Staff	221867-02	84.425U	38,182	-
COVID-19 Maryland Leads - Staff Support & Retention	221867-03	84.425U	1,416,821	-
COVID-19 Maryland Leads - Science of Reading	221867-04	84.425U	140,873	-
			6,462,259	-
COVID-19 ARP - Homeless Children & Youth Funds	221838-01	84.425W	14,586	
	££ 1000-01	UT.72JVV		
Total Education Stabilization Fund			8,142,481	
TOTAL DEPARTMENT OF EDUCATION			12,344,006	

The Board of Education of Dorchester County SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS Year Ended June 30, 2023 (continued)

Funding Source	Grant Number	Federal Assistance Listing Number	Revenue Recognized/ Expenditures	Expenditures to Subrecipients
DEPARTMENT OF THE TREASURY Indirect Grants Passed Through the Maryland State Department of Edu	cation:			
COVID-19 American Rescue Plan - SLFRF - Trauma COVID-19 American Rescue Plan - SLFRF - School Reopening COVID-19 American Rescue Plan - SLFRF - TSI COVID-19 American Rescue Plan - SLFRF - Tutoring COVID-19 American Rescue Plan - SLFRF - Summer School COVID-19 American Rescue Plan - SLFRF - Trauma	211766.01 211788.01 211855.01 211850.01 211890.01 211907.01	21.027 21.027 21.027 21.027 21.027 21.027	\$ 1,589 41,670 90,167 746,070 225,080 31,823 1,136,399	\$ - - - - - - -
Indirect Grants Passed Through the City of Cambridge, Maryland:				
COVID-19 American Rescue Plan - SHE COVID-19 American Rescue Plan - MES COVID-19 American Rescue Plan - MLM Total Coronavirus State and Local Fiscal Recovery Funds	N/A N/A N/A	21.027 21.027 21.027	1,527 9,146 53 10,726	- - - -
TOTAL DEPARTMENT OF THE TREASURY			1,147,125 1,147,125	<u>-</u> _
DEPARTMENT OF HEALTH AND HUMAN SERVICES Indirect Grants Passed Through the Maryland State Department of Edu	cation:		1,147,123	<u>-</u> _
Early Childhood Advisory Council	221796-01	93.434	47,575	
Indirect Grant Passed Through the Dorchester County Health Departme	ent:			
DCHD Optimal Adolescent Health	FH004OAH	93.297	6,853	-
TOTAL DEPARTMENT OF HEALTH AND HUMAN SERVICES			54,428	-
TOTAL FEDERAL AWARDS			\$17,238,507	\$ -

The Board of Education of Dorchester County NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS For the year ended June 30, 2023

Note 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of The Board of Education of Dorchester County under programs of the federal government for the year ended June 30, 2023. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of The Board of Education of Dorchester County, it is not intended to and does not present the financial position, changes in net assets, or cash flows of The Board of Education of Dorchester County.

Note 2. Summary of Significant Accounting Policies

Basis of Accounting

Expenditures reported on the Schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note 3. Indirect Cost Rate

The Board of Education of Dorchester County has elected not to use the 10 percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 4. Reconciliation of Federal Awards

\$ 14,322,761
3,421,581
271,367
(777,202)
\$ <u>17,238,507</u>

The Board of Education of Dorchester County SCHEDULE OF FINDINGS AND QUESTIONED COSTS For the year ended June 30, 2023

Summary of Auditors' Results

- 1. The auditors' report expresses an unmodified opinion on whether the financial statements of The Board of Education of Dorchester County were prepared in accordance with GAAP.
- 2. No significant deficiencies or material weaknesses in internal control relating to the audit of the financial statements are reported in the Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
- 3. No instances of noncompliance material to the financial statements of The Board of Education of Dorchester County, which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
- 4. No significant deficiencies or material weaknesses relating to the audit of the major federal award programs are reported in the Independent Auditors' Report on Compliance for Each Major Program; Report on Internal Control Over Compliance; and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance.
- 5. The auditors' report on compliance for the major federal award programs for The Board of Education of Dorchester County expresses an unmodified opinion on all major federal programs.
- 6. There are no audit findings relative to the major federal award programs for the Board that are required to be reported in accordance with 2 CFR section 200.516(a).
- 7. The programs tested as major programs were:
 - 84.010 Title I
 - 84.425D/84.425U/84.425W Education Stabilization Funds
 - 21.027 Coronavirus State and Local Fiscal Recovery Funds
- 8. The threshold for distinguishing Type A and B programs was \$750,000.
- 9. The Board of Education of Dorchester County was determined to be a low-risk auditee.

The Board of Education of Dorchester County SCHEDULE OF FINDINGS AND QUESTIONED COSTS For the year ended June 30, 2023

Findings - Financial Statement Audit

NONE

Findings and Questioned Costs – Major Federal Award Programs Audit

NONE

The Board of Education of Dorchester County SUMMARY SCHEDULE OF PRIOR YEAR FINDINGS For the year ended June 30, 2023

NONE