



K-12 ESEA Federal Programs Overview

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Florida Department of Education (FDOE) Presenters

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Objectives

- K-12 Elementary and Secondary Education Act (ESEA)
Consolidated Application Federal Programs
- K-12 ESEA Federal Programs Monitoring
- Serving Charter Schools
- Serving Private School Students



K-12 ESEA Consolidated Application Federal Programs

Title I, Part A Overview

Title I, Part A provides local educational agencies (LEA) with resources to help economically disadvantaged children gain a high-quality education and the skills to master the Florida Standards.

- Identification of the Economically Disadvantaged
- Ranking Order - ESEA Section 1113
- Public School Eligibility Survey

Title I, Part A Overview (contd.)

Title I, Part A Eligibility

- Schools with a poverty percentage **above 75%** MUST be served [ESEA Section 1113(a)(3)(A)(i)]
- Schools with a poverty percentage at or above 40% are eligible to operate schoolwide programs [ESEA Section 1114(a)(1)(A)]
- Schools with a poverty percentage at or above 35% are eligible for to operate a targeted assistance program [ESEA Section 1115(a)]
- The Local Educational Agency (LEA) may lower the poverty threshold, to which they serve, down to 35% [ESEA Section 1113(b)(1)(A)]

Title I, Part A Overview (contd.)

- Area of Focus 1: Student Achievement
- Area of Focus 2: Parent and Family Engagement
- Area of Focus 3: Homeless Education
- Area of Focus 4: Neglected and Delinquent
- Area of Focus 5: Early Childhood
- Area of Focus 6: Equitable Services
- Area of Focus 7: Transportation for Foster Care
- Area of Focus 8: College and Career Readiness
- Area of Focus 9: Educational Services at LEA Level
- Area of Focus 10: Administrative Costs

Title I, Part C Overview

The Title I, Part C Florida Migrant Education Program (FMEP) addresses the unique educational needs of migratory children so that they have full and appropriate opportunities to meet the same academic standards as all other children.

Title I, Part C Overview (contd.)

- Area of Focus 1: K-12 Instructional Services
- Area of Focus 2: Early Childhood
- Area of Focus 3: Identification and Recruitment (ID&R) and Out of School Youth (OSY)
- Area of Focus 4: Parent & Family Engagement and Support Services
- Area of Focus 5: Administrative Costs

Title I, Part D Overview

The goal of Title I, Part D programs is to improve educational services for children and youth who are neglected (N) or delinquent (D) so that they can meet challenging State academic content and achievement standards that all children in the State are expected to meet.

Title I, Part D Overview (contd.)

- Area of Focus 1: Student Achievement
- Area of Focus 2: Transition, Dropout Prevention (DOP) and Support Services
- Area of Focus 3: Coordination and Collaboration
- Area of Focus 4: Administrative Costs

Title II, Part A Overview

Title II, Part A provides resources to local educational agencies (LEAs) to support activities for recruitment, development and retention of teachers, principals and other school leaders.

Title II, Part A Overview (contd.)

- Area of Focus 1: Professional Learning
- Area of Focus 2: Recruitment and Retention
- Area of Focus 3: Prioritize Effective Teachers for High Needs Students
- Area of Focus 4: Administrative Costs

Title III, Part A Overview

Title III provides supplemental services for English Language Learners (ELLs) and recently arrived Immigrant Children and Youth. Title III funding provides student support for language acquisition and achievement.

Title III, Part A Overview (contd.)

- Area of Focus 1: English Language Proficiency
- Area of Focus 2: Supplemental Professional Learning
- Area of Focus 3: Parental and Community Participation
- Area of Focus 4: Administrative Costs

Title IV, Part A Overview

The purpose of Title IV, Part A is to improve student academic achievement by increasing the capacity of state and local educational agencies in the following areas by:

- providing all students with access to a well-rounded education
- improving school conditions for student learnings to support safe and healthy students
- improving the use of technology to advance digital literacy of all students.

Title IV, Part A Overview (contd.)

- Area of Focus 1: Well-Rounded Educational Opportunities
- Area of Focus 2: Safe and Healthy Conditions
- Area of Focus 3: Effective Use of Technology
- Area of Focus 4: Administrative Costs

Title V, Part B Overview

Title V is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement.

- Subpart 1- Small Rural School Achievement Program (Direct funding from USED to LEA)
- **Subpart 2- Rural and Low-Income Schools (LEAs receive funds from FDOE)**

Title V, Part B Overview (contd.)

- Area of Focus 1: Title I, Part A
- Area of Focus 2: Title II, Part A
- Area of Focus 3: Title III, Part A
- Area of Focus 4: Title IV, Part A
- Area of Focus 5: Parental Involvement (if applicable)
- Area of Focus 6: Administrative Costs



K-12 ESEA Federal Programs Monitoring

Purpose of Monitoring

- Ensure LEAs are in compliance with applicable federal and state grant requirements.
- Allow FDOE the opportunity to provide technical assistance to LEAs to meet their needs.
- Ensure activities are implemented and performance goals are being achieved to impact student achievement.

Risk Assessment

- Risk Assessment Data
- Feedback from Committee of Practitioners (CoP)
- Designation of Risk Score
- Risk scores will be used to determine which LEAs are selected for desktop or onsite monitoring.

Risk Assessment Indicators

1. Percentage of Active Schools in the District Identified for Comprehensive Support & Improvement (CSI)
2. Percentage of Active Schools in the District Identified for Targeted Support & Improvement (TSI)
3. Percentage of Active Schools in the District Identified for Additional Targeted Support & Improvement (ATSI)
4. Total Allocation of Federal Grants, FY 2024-25
5. Total Number of Federal Grants Received, FY 2024-25
6. Percentage of Unexpended Federal Funds, FY 2022-23 and FY 2023-24
7. Average Years of Experience of Chief Financial Officer, Federal Programs Coordinator, and Federal Programs Contacts

Self-Certification Monitoring

- Required for all LEAs
- Compliance Indicators
- Corrective Action Plans
- Technical Assistance

Desktop Monitoring

- Notification
- Onboarding call
- Documentation Request
- Additional Documentation
- Conference Calls/Virtual Meetings
- Monitoring Report

Onsite Monitoring

Pre-Visit Activities:

- Notification
- Onboarding call
- Documentation Request
- Pre-visit conference call, if necessary

Onsite Activities:

- Entrance meeting
- Documentation reviews
- Interviews
- School site visits
- Exit meeting

Monitoring Report

- Summary of activities
- Issues identified
- Recommendations
- Required actions

Examples of Supporting Documentation

Fiscal	Programmatic	Administrative
Invoices/Purchase Orders	List of Student Services Provided by Program	Supplement, Not Supplant Methodology
Payroll Records	Schoolwide Program Plan	Tangible Personal Property Records
Contract Agreements	District Parent and Family Engagement Plan	Property Inventory Records
Receipts	School-Parent Compacts	District Procurement Policy
Travel Reimbursement	Software Usage Reports	District Travel Policy
Time and Effort Records	Sign-In Sheets	

Monitoring Activities Comparison Chart

Monitoring Activity	Self-Certification	Desktop	Onsite
Complete Self-Certification Monitoring Protocols Form	Yes	Yes	Yes
Pre-document request review	No	Yes	Yes
Sampling of documentation	No	Yes	Yes
Documentation review	No	Yes	Yes
Entrance meeting	No	No	Yes
Pre-monitoring conference call	No	Yes	Yes
Staff interviews	No	No	Yes
School visits	No	No	Yes
Program observations	No	No	Yes
Monitoring Report	No	Yes	Yes
Corrective Action Plan	Yes, if issues identified	Yes, if issues identified	Yes, if issues identified



Serving Charter Schools

Charter LEA

Charter school(s) that is treated as an LEA for purposes of the applicable covered program.

[Section 1002.33(25), Florida Statutes]

LEA-Sponsored Public Charter School

Charter schools are tuition-free, publicly funded, nonsectarian schools that operate under a contractual agreement (i.e., charter) with a sponsor.

[Section 4310(2) of the Every Student Succeeds Act (ESSA)]

Data Collection – Charter LEAs

Charter LEAs must provide data to the state educational agency (SEA) in order to receive a district allocation.

- The allocation is calculated based on data received from the Charter LEA.
- For new and expanding Charter LEAs:
 - Project enrollment on FDOE approved form
 - Must certify with actual data, once available
 - Survey 2 – October FTE

School Eligibility: LEA-Sponsored Public Charter Schools

- Charter schools are public schools
 - Data reported to FDOE by district Management Information System (MIS) is used to determine a charter school's eligibility for funding.
- Once a charter school is determined to be eligible, it is a good practice to:
 - Develop procedures with the sponsoring LEA.
 - Review and verify preliminary reports sent via BFEP listservs.



Serving Private School Students

What are Services for Private Schools?

Not for profit private schools are entitled to federally funded education programs and services.

Eligibility for Title I, Part A Services

To receive Title I services, a private school student **must**:

- Reside in a Title I Public-School Attendance Area (PSAA);
- Be aged 5-17; and
- Meet all requirements specified in Elementary and Secondary Education Act (ESEA) Section 1115(c)(1) as referenced in Section 1117(a)(1).

LEAs must establish, in consultation with private school officials, multiple educationally related, objective criteria to identify private school students for Title I services.

Allocation Calculation

- Services must be reserved first
- Proportion of funds calculation
- Data collection frequency
- Data collection method

Fiscal Management

- Public Control of Funds - ESEA Section 1117(d)(1)
- Purchasing Materials and Supplies
- Contracted Services

Services for Private Schools: Other ESEA Programs

- **Timely and meaningful consultation**
 - Must occur prior to the LEA making any decisions regarding the involvement in participating Title programs of eligible private school students, teachers, and families, and throughout the implementation and assessment of services.
- **Eligibility**
 - An LEA must provide equitable services under a covered ESEA program to the extent consistent with the number of eligible children in areas served by the LEA who are enrolled in private elementary and secondary schools.
- **Allocation**
 - Calculate equal expenditures based on the relative enrollments of eligible public and private school children.



Questions

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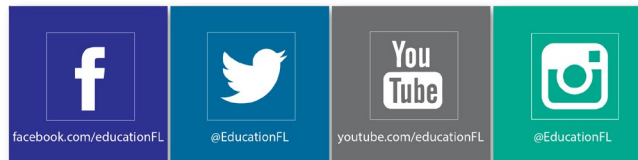
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