



2025-26 K-12 ESEA Federal Programs

Florida Organization of Instructional Leaders (FOIL)

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Florida Department of Education (FDOE) Presenter

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Objectives

- Federal Programs Allocation Process
- K-12 ESEA Federal Programs Overview
- Consolidated Application Overview
- Federal Programs Monitoring

Federal Programs Allocation Process

- Allocation Amount and Relevant Data
- United States Department of Education (USED) Preliminary Documents
- Grant Award Notification – Final Allocations



K-12 ESEA Federal Programs Overview

Title I, Part A Overview

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 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 D Overview

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.

**Please note that this project is included in the consolidated application, but the program team at FDOE is housed in the Bureau of School Improvement.*

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 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.

**Please note that this project is included in the consolidated application, but the program team at FDOE is housed in the Bureau of Student Achievement through Language Acquisition.*

Title IV, Part A Overview

The purpose of Title IV 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 learning to support safe and healthy students
- improving the use of technology to advance digital literacy of all students.

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 LEAs)
- **Subpart 2- Rural and Low-Income Schools (LEAs receive funds from FDOE)**



2025-26 Consolidated Application Overview

2025-26 Consolidated Application (continued)

- Title Page
- Assurances
- DOE 100A
- Preliminary Allocation
- Program Page
- Budget Page

2025-26 Consolidated Application (continued)



Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2025-26 ESEA Federal Programs Application	
<i>Please select the LEA from the dropdown menu.</i>	
FEIN Number	
Fiscal Contact Information	
Fiscal Contact Name	
Title	
Phone Number	
Contact Email	
Title I, Part A	
Program Contact Name	
Title	
Phone Number	
Contact Email	



2025-26 Consolidated Application (continued)

Florida 2025-26 ESEA Federal Program Assurances

General Assurances [\(Click here to access documents related to General Assurances\)](#)

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller, and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Assurance 2: The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].

Assurance 3: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 6: The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. [Section 8501(a)(1)]

Assurance 7: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Assurance 8: The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

2025-26 Consolidated Application (continued)

Area of Focus 1: Student Achievement							
A. Describe how the LEA will develop and implement a well-rounded Title I, Part A program of instruction to meet the academic needs of all students.							
B. Describe how the LEA will identify Title I, Part A students who may be at-risk for academic failure.							
C. Describe how the LEA will provide additional educational assistance to individual students the LEA or school determine need help in meeting Florida's challenging academic standards.							
D. Describe how the LEA will identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.							
E. Describe the LEA's strategy to implement supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1111(c)(2).							
F. Describe the funded activities that will be implemented to address Area of Focus 1.							
Activity 1							
List the detailed activities that will be implemented to address this Area of Focus.							
Function	Object	Area of Focus	Activity Number	Activity Description	FTE (if applicable)	Amount	Please use the dropdown to select LEA or School
		AOF 1					
LEA Total (including Roll Forward)						\$0.00	
School Total (including Roll Forward)						\$0.00	
Area of Focus 1 Total (Not including Roll Forward)						\$0.00	
Estimated Roll Forward Total						\$0.00	
Total Funds Requested (including Roll Forward)						\$0.00	



2025-26 Consolidated Application (continued)

Area of Focus		LEA Total (Including Roll Forward)	School Total (Including Roll Forward)	Area of Focus Total (Not Including Roll Forward)	PFE: AOF6	Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1	Student Achievement	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 2	Parent and Family Engagement	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#N/A
Area of Focus 3	Homeless Education	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 4	Neglected and Delinquent Education	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 5	Early Childhood	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 6	Private School			\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 7	Transportation for Foster Care Children	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 8	College and Career Readiness	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 9	Educational Services funded at the LEA Level			\$0.00		\$0.00	\$0.00	#N/A
Area of Focus 10	Administrative Costs, including Indirect Costs **Not to exceed 10 percent of the total allocation	LEA Total	\$0.00	\$0.00		\$0.00	\$0.00	#N/A
Grand Totals			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	#N/A

[Click to return to the top of page.](#)

Allowable: Reasonable, Allocable and Necessary

Three guiding principles to use when determining allowability:

- **Reasonable** – review items and determine if they are reasonable given the work of the grant and the costs comparative to today's market value.
- **Allocable** – review items and determine if they meet the intent and purpose of the grant.
- **Necessary** – review items and determine if they are necessary purchases given the work of the grant.

If you have any questions as you put together your budget, please reach out directly to the program office.

2025-26 Consolidated Application (continued)



Resources | K12 ESEA Federal Programs

Uncategorized

BSI Statewide Convening

BSI Summer Institute

CIMS2

DJJ Schools

EEA (formerly TSSA)

ESSA Support

K12 ESEA Federal Programs

MHAA

Representations

K12 ESEA Federal Programs

2025-26 K12 ESEA Federal Programs Consolidated Application Companion Guide

25 26 ESEA Federal Programs Consolidated Application Companion Guide PDF document.

 [25 26 ESEA Federal Programs Consolidated Application Comp...](#)

Permalink 

2025-26 K12 ESEA Federal Programs Consolidated Application Template

2025-26 K12 ESEA Federal Programs - Request for Application



Federal Programs Monitoring

Why Does FDOE Monitor LEAs?

- Student Achievement
- Technical Assistance
- Compliance

Risk Assessment Indicators

Seven Indicators:

1. Percentage of active schools in the district identified for Comprehensive Support & Improvement (CSI) (most recent school year available)
2. Percentage of active schools in the district identified for Targeted Support & Improvement (TSI) (most recent school year available)
3. Percentage of active schools in the district identified for Additional Targeted Support & Improvement (ATSI) (most recent school year available)
4. Total allocation of federal grants, current fiscal year
5. Total number of federal grants received, current fiscal year
6. Percentage of unexpended federal funds (most recent fiscal year available)
7. Average years of experience: Chief Financial Officer and Federal Programs Leadership

Self-Certification Monitoring

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

Desktop Monitoring

- Sampling of Documentation
- Additional Documentation
- Conference Calls/Virtual Meetings
- Monitoring Report

On-Site Monitoring

- Pre-Visit Activities
- On-Site Visit
- Post-Visit Activities

On-Site Monitoring (continued)

Pre-visit Activities

- Notification
- Documentation Checklist
- Conference Call

On-Site Monitoring (continued)

On-Site Visit

- Bureau of Federal Educational Programs (BFEP), Bureau of School Improvement (BSI) and Bureau of Student Achievement Through Language Acquisition (SALA)
- Introductory Meeting
- Documentation Review, Interviews and Inventory
- Exit Meeting

On-Site Monitoring (continued)

Post-Visit Activities

- Post-Visit Additional Documentation
- LEA Flexibility



Monitoring Activities Comparison Chart

Monitoring Activity	Self-Certification	Desktop	On-Site
Complete Self-Certification Monitoring Workpapers	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
Preliminary report	No	Yes	Yes
Final report	No	Yes	Yes
Corrective Action Plan	Yes, if issues identified	Yes, if issues identified	Yes, if issues identified

Post-Monitoring Activities: Report

After the Strategic Improvement monitoring team completes final documentation review, a report will be sent to applicable LEAs that include the following:

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

Post-Monitoring Activities: Corrective Action Plan (CAP)

- Corrective Action Plan (CAP) – LEA’s plan to address issues identified in final report
- Due to FDOE within 60 calendar days of the date the final report is issued
- CAP will include:
 - Detailed description of actions LEA will take to resolve the identified issues
 - Parties responsible for implementation
 - Timeline for implementation
 - How implementation will be documented

Post-Monitoring Activities: (CAP) Development

- LEA may request assistance from monitoring team
- Monitoring team may provide:
 - Information on requirements
 - Best practices
 - Sample forms and procedures
 - Additional resources

Post-Monitoring Activities: (CAP) Follow-Up

- FDOE will review the CAP and notify the LEA of approval or of any needed revisions.
- FDOE will confirm CAP implementation.
- Confirmation may be performed through:
 - Review of supporting documents
 - Follow-up conference calls
 - Future targeted follow-up monitoring
 - Review of future project applications

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