Florida Federal Programs Monitoring Overview

Spring FASFEPA

Federal Education Programs Compliance & Accountability

Purpose of Federal Programs Monitoring

Ensure	Support	Promote	Ensure
Ensure compliance with federal statutes and regulations	Support continuous improvement in program implementation	Promote equitable access and outcomes for all students	Ensure proper use of federal funds

Federal Programs Reviewed

- Title I, Part A – Improving Basic Programs
- UniSig – Unified School Improvement
- Title I, Part C – Migrant Education
- Title II, Part A – Supporting Effective Instruction
- Title IV, Part A – Student Support & Academic Enrichment
- Title V, Part B – Rural and Low-Income Schools Program
- Title IX, Part A – McKinney-Vento Program

Monitoring Authority & Guidance

U.S. DEPARTMENT OF EDUCATION STATUTES AND REGULATIONS

FLORIDA DEPARTMENT OF EDUCATION MONITORING PROTOCOLS

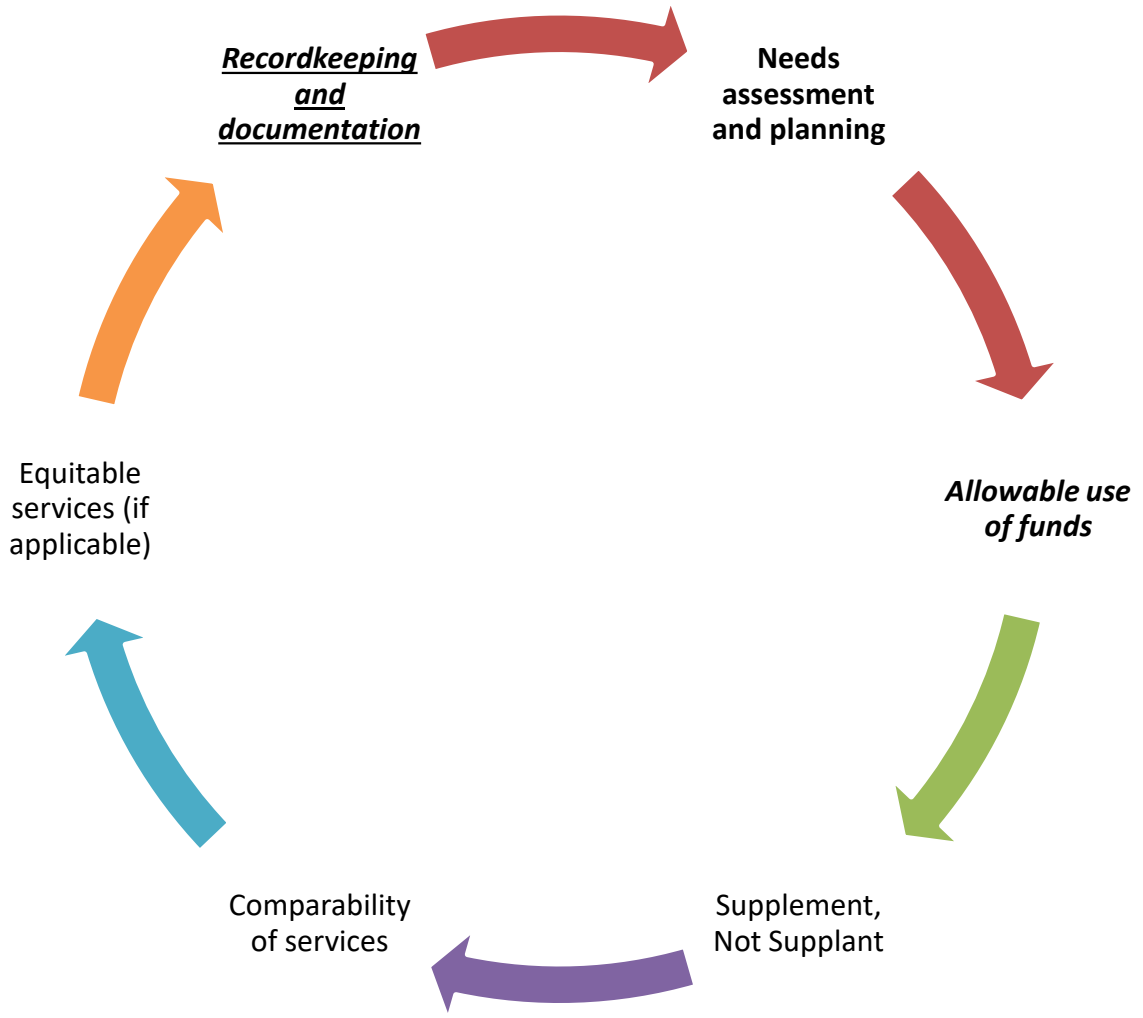
EVERY STUDENT SUCCEEDS ACT (ESSA)

2 CFR PART 200 (UNIFORM GUIDANCE)

Monitoring Methods

- Desk-based document review
- On-site or virtual interviews
- Data analysis and validation
- Fiscal and programmatic evidence review

Key Compliance Areas



Fiscal Monitoring Focus

- Budget alignment to approved plans
- Time and effort documentation
- Procurement and purchasing compliance
- Inventory and equipment tracking
- Internal controls

- Evidence-based strategies
- Alignment to identified needs
- Professional development quality
- Student supports and interventions
- Progress monitoring and evaluation

Types of questions asked

- Title I, Part A Questions:

7	Programmatic	**Monitoring Indicator #34** **Schoolwide Plan** The LEA ensures that all its schools operating a schoolwide program (SWP) developed and implemented a SWP plan developed in compliance with all requirements provided in Section 1114(b). Section 1114(b), ESEA	A. Copy of the SWP plans for Madison County High School and Madison County Central School for the 2024-2025 project year B. Documentation showing that the SWP plans for Madison County High School and Madison County Central School were available and accessible to the district office, parents and the public C. Documentation or description of how the SWP plans implemented the results of the Comprehensive Needs Assessment (CNA) for Madison County High School and Madison County Central School for the 2024-2025 project year	D. In the 2024-2025 project year, what Title I, Part A activities were initiated based on the CNA and had the greatest impact on student achievement at Madison County High School and Madison County Central School?
13	Programmatic	**2024-2025 Approved Application** Area of Focus 1, Activity 6 5100-360 Basic (FEFP K-12)-Rentals Edgenuity, NearPod, Math Eggs, and STAR	For the Edgenuity, NearPod, Math Eggs, and STAR programs purchased during the 2024-2025 fiscal year, copies of the following: A. Data reports showing the usage of the programs (e.g., how many licenses were used, what was the frequency of use, etc.) B. Data reports for 10 students (within grades 3-10) demonstrating effective use of the programs in the areas of English and Math (e.g., diagnostic materials, progress reports, etc.) C. Data analysis to determine the effectiveness of the programs (e.g., what data was used to determine if the program should or should not be purchased again?) ***Please organize your upload into four folders: one for each program.***	D. Please describe the impact that these programs had on student achievement.

Title I, Part A Questions continued

15	Programmatic	**2024-2025 General Ledger** 5100-510 Invoice Date: 7/16/2025 Invoice No.: 6302025	A. Description of expenditure (phone hero) B. List of students impacted by this purchase C. Description of services provided through this purchase	D. How did this expenditure impact the Title I program? E. What measurable outcomes resulted from this expenditure in Title I schools or programs?
16	Programmatic	**2024-2025 General Ledger** 5100-510 and 5100-369 Invoice Date: 8/7/2025 Invoice No.: 97955	A. Description of expenditure (turf tank) B. Documentation of student needs and justification of turf tank C. Evidence of how this purchase was utilized to benefit a Title I program (e.g. lesson plans, PFE initiatives, schoolwide initiatives, etc.)	D. How did this expenditure support student achievement for Title I students? E. What measurable outcomes resulted from this expenditure in Title I schools or programs?

Your Turn

- Each paper has a monitoring question attached. We are going to go to each one and try to answer in the best way possible. Then we can come back to discuss and close out.

Common Monitoring Findings

- Incomplete or outdated plans
- Insufficient documentation
- Misalignment between budget and activities
- Lack of evidence of effectiveness
- Fiscal procedure gaps

Corrective Actions & Resolution

- Written findings and required actions
- Timelines for correction
- Submission of evidence
- Technical assistance and support

Continuous Improvement & Support

- Use monitoring feedback to strengthen programs
- Ongoing training and technical assistance
- Internal self-monitoring practices
- Sustaining compliance year over year

Closing & Next Steps

- Commitment to compliance and student outcomes
- Collaboration with FDOE
- Questions and discussion