

A dark blue silhouette of a person's head and shoulders, facing right and holding an open book. The background is a dark blue gradient with horizontal lines.

MAINE DEPARTMENT
OF EDUCATION

ESEA Fiscal Year 2026 Regional Trainings

Presented by: The ESEA Team





Jess Caron

Title I Program Coordinator

Rita Pello

Title I Program Coordinator

Ryan Reed

Title II Program Coordinator

Daniel Weeks

Title III & V Program Coordinator

Travis Doughty

Title IV Program Coordinator

Tyra Corson

Fiscal Coordinator

Monique Sullivan

School Improvement Coordinator

Shelly Chasse-Johndro

ESEA Director

Meet Our Team

ESEA Federal Programs

We are tasked with the oversight of programs and activities carried out under the Elementary and Secondary Education Act (ESEA).

Our mission is to ensure that schools in Maine provide all children with significant opportunity to receive a fair, equitable, and high-quality education.

Regional Program Managers

Aroostook County & Kennebec County

Jessica Caron

jessica.s.caron@maine.gov

(207) 458-0334

Hancock County & York County

Rita Pello

rita.pello@maine.gov

(207) 530-6469

Washington County & Midcoast Region

Ryan Reed

ryan.reed@maine.gov

(207) 530-2129

Western Maine & Cumberland County

Daniel Weeks

daniel.r.weeks@maine.gov

(207) 624-6676

Penquis Region & 21st CCLC Program

Travis Doughty

travis.w.doughty@maine.gov

(207) 624-6709

Management Analyst

Tyra Corson

tyra.corson@maine.gov

(207) 530-0488

School Improvement Coordinator

Monique Sullivan

monique.sullivan@maine.gov

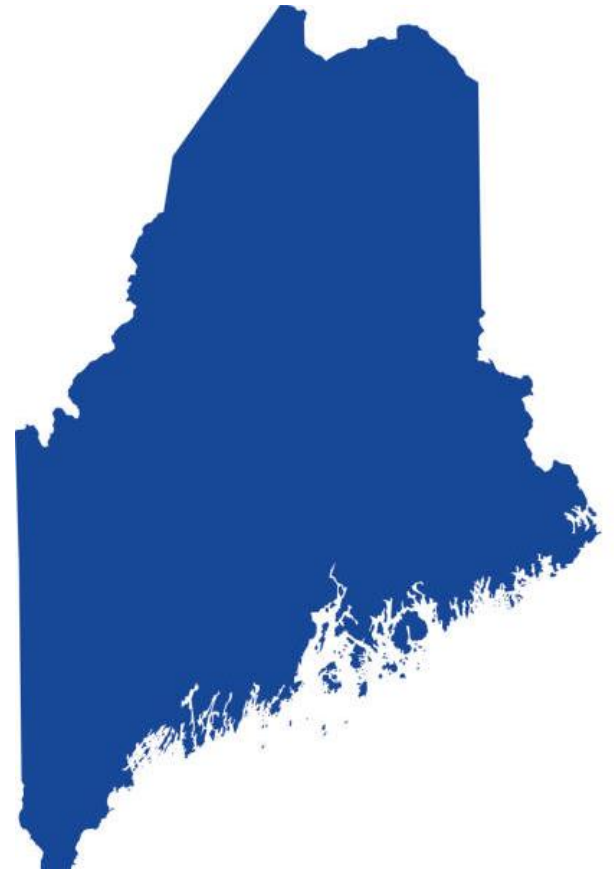
(207) 441-5763

ESEA Federal Programs Director

Shelly Chasse-Johndro

shelly.chassejohndro@maine.gov

(207) 458-3180

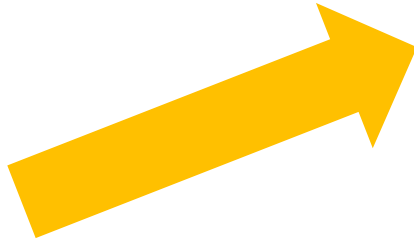


Today's Agenda

08:30 AM – 09:00 AM	Arrival & Registration
09:00 AM – 10:45 AM	ESEA Program Updates
10:45 AM – 11:00 AM	BREAK
11:00 AM – 11:45 AM	ESEA Fiscal Oversight
11:45 AM – 12:30 PM	LUNCH
12:30 PM – 1:10 PM	Breakout Session – Block 1
1:10 PM – 1:50 PM	Breakout Session – Block 2
1:50 PM – 2:00 PM	BREAK
2:00 PM – 2:40 PM	Breakout Session – Block 3
2:40 PM – 3:00 PM	Reflection & Share Out
3:00 PM – 3:15 PM	Exit Survey & Closing Remarks
3:15 PM – 4:00 PM	General Support (optional)



The ESEA Federal Programs Homepage



The screenshot shows the official website of the Maine Department of Education for ESEA Federal Programs. The header includes the Maine Department of Education logo, navigation links (Newsroom, Event Calendar, Newsletters, Contact Us, Language Assistance), a search bar, and a main menu with categories like About, Offices, Educators, Learning, Initiatives, School Services, and Data & Funding. A breadcrumb trail reads: Home → Learning → ESEA Federal Programs → ESEA Federal Programs. On the left is a sidebar menu with links: ESEA Home, Resources, Monitoring, Fiscal Allocations, Guidance, Grants4ME, Grant Management, and CNA Guidance & Template. The main content area features a large banner with an image of the Maine State Capitol and the text: 'FEDERAL PROGRAMS ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)'. Below the banner is an 'Overview' section with two paragraphs of text.

Newsroom | Event Calendar | Newsletters | Contact Us | Language Assistance

Search Maine DOE Webs

About ▾ Offices ▾ Educators ▾ Learning ▾ Initiatives ▾ School Services ▾ Data & Funding ▾

[Home](#) → [Learning](#) → [ESEA Federal Programs](#) → ESEA Federal Programs

ESEA Home

- Resources
- Monitoring
- Fiscal Allocations
- Guidance
- Grants4ME
- Grant Management
- CNA Guidance & Template

ESEA Federal Programs

FEDERAL PROGRAMS
**ELEMENTARY AND
SECONDARY
EDUCATION ACT (ESEA)**

Overview

The Maine Department of Education (DOE) is responsible for the oversight and monitoring of programs and activities carried out under the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA).

The Maine DOE has adopted a consolidated approach to the ESEA federal funding application and performance report. The consolidated approach allows ESEA Federal Programs to ensure required compliance with federal laws, support the effective implementation of local programs and provide regional support. Districts submit an annual application for ESEA funds, which is reviewed by the regional ESEA Program Manager. The following programs are included within the Maine DOE's consolidated ESEA program application and monitoring systems: Title IA, Title IC, Title ID, Title II, Title III, Title IV, and Title V.

ESEA Resources Page



FEDERAL PROGRAMS

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) RESOURCES

Time & Effort

- [School Wide Examples of Time and Effort](#)
- [Semi-Annual Time and Effort Title I](#)
- [Stipend Time and Effort](#)
- [Table for Time and Effort Determination](#)
- [Time and Effort for a consistent schedule](#)
- [Time and effort for multiple members](#)
- [Personnel Activity Report](#)

Equitable Services

- [Sample Non-Public Consultation Emails](#)
- [Equitable Services Spending Snapshot](#)
- [ESEA Equitable Services for Non-Public Schools \(Video\)](#)
- [Consultation Graphic Organizer \(DOCX\)](#)
- [Non-Public ESEA Participation Form](#)
- [Local Residential Facility ESEA Participation Form \(Title I, Part D\)](#)
- [Non-Public Complaint Process](#)

General Resources

- [ESEA Federal Programs Year-at-a-Glance](#)
- [Grant Life Cycle Visual](#) (updated July 2024)
- [Federal Spending Handbook](#)
- [ESEA Equitable Services for Non-Public Schools](#) (video)

New Coordinator Training Videos

- [Working with ESEA Grant Programs](#)
- [Grants4ME](#)
- [Application Workflow](#)
- [Important ESEA Application Considerations](#)
- [ESEA Federal Programs Website](#)

ESEA Consolidated Application and Training

- [ESEA Application training](#) (YouTube Playlist)
- [FY24 ESEA Application Updates](#) (video)
- [FY24 Goal Setting and Assessment Update](#) (video)

Office Hours: ESEA Federal Programs

Show 10 entries

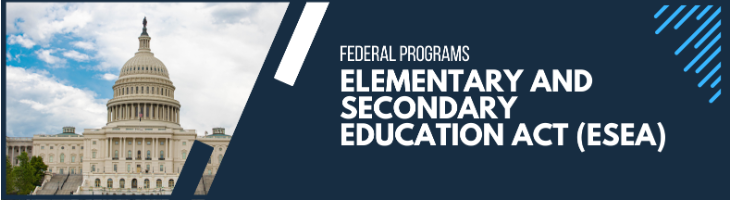
Search:

Date of Office Hour	Topics Covered	Link
3/11/2025	FY24 Tydings Amendment Waiver and the FY25 Title IA Carryover Waiver, Title II Allocation adjustments, Equitable Services Survey for non-publics, the FY25 Title I Summer Reallocated grant, and various upcoming and past trainings.	Video (30 minutes)
2/12/2025	FY26 Title IIA Allocations, FY25 Title I Comparability, FY25 Title I Summer Reallocated, FY26 Title V Eligibility, Fiscal Corner: Federal Fiscal Office Hours, Splitting Invoices, Period of Performance, Invoicing Reminders	Video (20 minutes)

Fiscal Allocations Page

[ESEA Home](#)[Resources](#)[Monitoring](#)[Fiscal Allocations](#)[Guidance](#)[Grants4ME](#)[Grant Management](#)[CNA Guidance & Template](#)

ESEA Federal Programs



Overview

The Maine Department of Education (DOE) is responsible for the oversight and monitoring of programs and activities carried out under the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA).

Fiscal Allocations

FY26 Preliminary Allocations

[Title I, Part A and D Preliminary Allocations](#)

[Title II, Part A Preliminary Allocations](#)

[Title III, Part A Preliminary Allocations](#)

[Title IV, Part A Preliminary Allocations](#)

[Title V Estimates](#)

[FY26 Private School Services](#)

[FY26 Private School Resident Obligations](#)

[FY26 Equitable Services Percentage Report \(Titles II, III, IV\)](#)

FY25 Final Allocations

[Title I, Part A and D Final Allocations](#)

[Title II, Part A Final Allocations](#)

[Title III, Part A Final Allocations](#)

[Title IV, Part A Final Allocations](#)

[Title V Final Allocations](#)

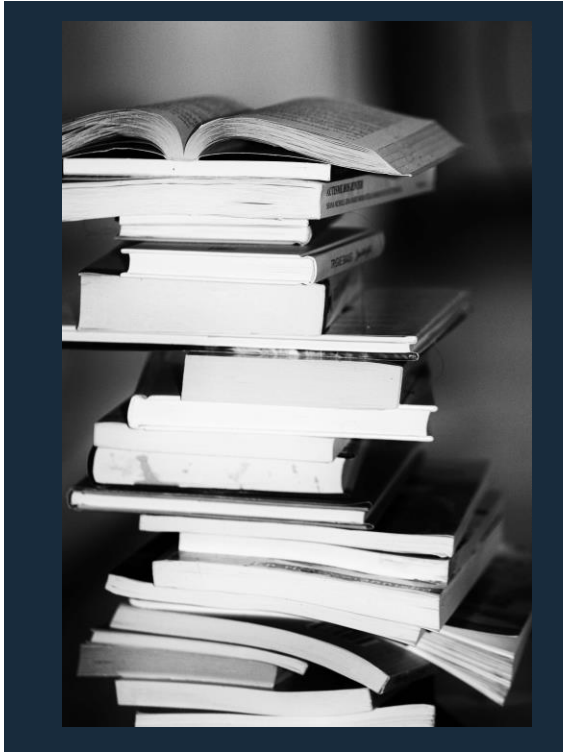
[FY25 Private School Service Obligations](#)

[FY25 Private School Resident Obligations](#)

[FY25 Equitable Services Percentage Report \(Titles II, III, IV\)](#)

FY26 ESEA Funding Status

- Federal government is operating on a Continuing Resolution (CR) through the end of September 2025
- As this time, a final federal budget for FY26 has not been enacted and no preliminary ESEA allocation information has been shared with states
 - *Rumor is that U.S. DOE is currently working on these*
- Current expectation is that states will be level funded from FY25 amounts
- We will share further updates as soon as they become available



Learning Objectives

ESEA regional trainings are designed to provide training and important updates for school administrative units (SAUs) across the state and to further build relationships between the Department and the SAUs we serve. Today we will discuss.....

✓ **ESEA Basics**

This section will highlight the intent and purpose of each Title program.

✓ **Monitoring**

This section will denote areas that our ongoing monitoring that are relevant to all SAUs.

✓ **ESEA Application**

This section will discuss the ESEA application, timeline, and updates for FY26.

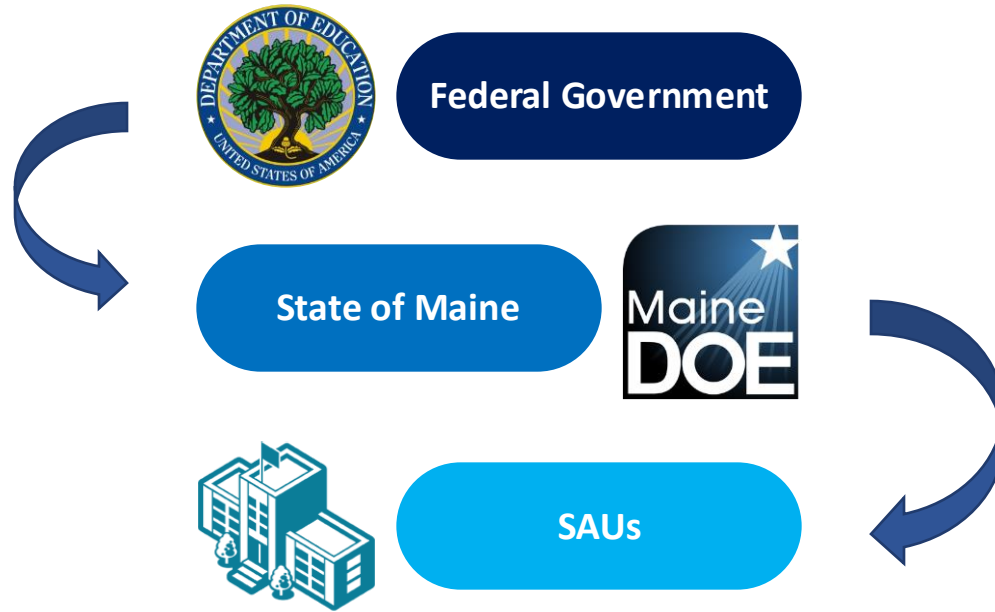
✓ **Fiscal**

This section will highlight the process and requirements for seeking reimbursements.

ESEA Basics

A high-level overview of the various ESEA programs

Where Does Funding Come From?



Title I, Part A

Improving the Academic Achievement of the Disadvantaged

Title I, Part A - Intent and Purpose

The Vision

- Provides all students significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps
- Builds equity of opportunity for students whose struggles often keep them on the academic sidelines

The Impact

- Students in poverty and specifically schools with high rates of student poverty receive additional funds for academic programming and supports
- Addresses the learning needs of students most at risk of failing to meet state standards

Title I, Part A - Program Types

Schoolwide Model

- If schools have a poverty rate over 40% (or a waiver), they can apply for Schoolwide programming
- Title I funds can be used towards all students in the school, with particular attention on those most at risk of failing

Targeted Assistance Model

- Title I funds can be used towards students who are “identified” with multiple, educationally related objective criteria as highest risk and in need of the most support

Title I, Part A - Spending

- SAUs prioritize high-poverty schools and/or priority grade spans
 - Spend their funds on highest needs and students most at risk of failing
- Supplement, Not Supplant
 - Must be able to provide evidence of neutral budgeting process that does not consider Title I status of schools
- Reasonable, Necessary, Allocable
 - Follows the federal spending rules that guide much of ESEA
- [Spending Snapshot](#) resource can help determine allowability

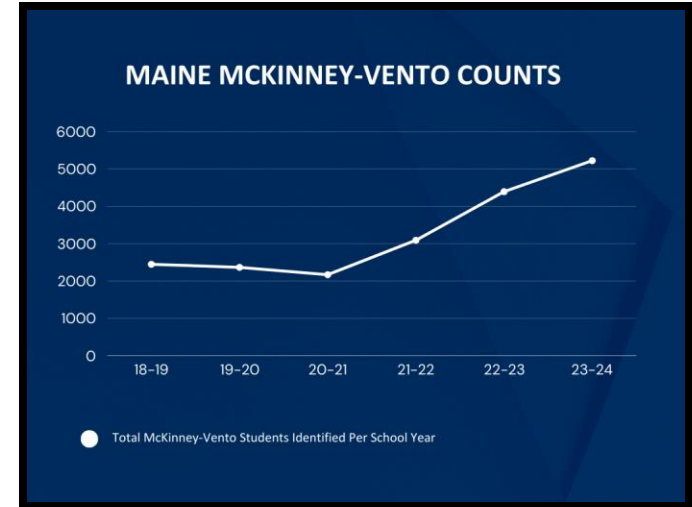
Family Engagement

([*ESEA section 1116*](#))

SAU Responsibility	School Responsibility
SAU Family Engagement Policy	School-level Family Engagement Policy
1% set-aside if 500,000 or more in Title I for activities outlined in the policy; examples: PD, supporting programs that reach parents at home, collaboration with non-profits or community-based orgs	Annual parent meeting to inform parents of Title I status and emphasize their involvement, open channels of communication; annual feedback gathering of programs
Coordinate parent and family engagement activities	Timely notifications and communications around assessments, teacher certification, and progress reports
Annually evaluate content and effectiveness of policy	School-Parent Compact that outlines school, parent, and child responsibilities

Title I Homeless: Required Set-Aside

- Required set-aside based on Comprehensive Needs Assessment
 - SAUs must determine the needs of students experiencing homelessness and reserve some portion of funding to meet those needs
- Funds can help students in any school within the SAU who are experiencing unstable living situation that could be affecting their ability to learn
 - Additional tutors, school supplies, clothing/hygiene products to participate in school, supplies, AP tests, etc. can be paid for with Title I set-asides (liaison, transportation)
- Recent Maine DOE training went over this funding stream and others available
 - Please see those materials for further guidance



Title I, Part D

Prevention and Intervention Programs for Children and Youth Who are Neglected,
Delinquent or At-Risk

Title I, Part D Subpart 1 and 2

- Improve educational services for at-risk youth so they can meet challenging state standards
- Provide students with services to successfully transition from institutionalization to further schooling or employment
- Prevent youth who are most at-risk from dropping out of school

Title I Part D Subpart 1	Title I Part D Subpart 2
Adjudicated Youth at Long Creek Juvenile Correctional Facility	Adjudicated Youth at 3 different NFI North Facilities across the state of Maine
Funding for State-Run Institution for Juvenile Justice	Funding for 3 SAUs who consult with the residential facility, based on per-pupil amounts

Title II, Part A

Increasing Teacher and Principal Quality

Title II, Part A - Intent and Purpose

- Provide grants to increase student achievement by improving the quality of teachers, principals, and other school leaders by increasing their effectiveness
 - “Other school leaders” is defined as those who spend at least 50% of their day in an administrative role in a school building
 - Excludes many others who work in schools: Ed Techs, Nurses, Librarians, Speech Language Pathologists, Counselors, and Central Office staff
- Priority must be given to the needs of the highest-poverty school(s) and those identified under Maine’s Model of School Support

Title II, Part A - Uses of Funds

- Professional development that is evidence-based, job-embedded, and focused on improving student achievement
- Evaluation Systems and Mentoring
 - Must meet supplement, not supplant provisions
 - System must be based in part on student achievement
- Recruitment & retention of effective teachers, including “Grow Your Own” initiatives



Title II, Part A - Uses of Funds

- Class-size reduction that is evidence-based and includes hiring an effective teacher
- Supporting instructional services provided by effective school library programs
- Training on the teaching of students with special needs
- Training on the identification of students who are gifted and talented
- Carrying out other activities that are evidence-based and meet the purpose of Title II

Title II, Part A - Uses of Funds



- In-service training for ALL school personnel on:
 - Trauma and mental illness in children
 - Referral mechanisms to link children with effective treatment
 - Forming partnerships with mental health services
 - Addressing issues related to school conditions for student learning
 - Recognizing the signs of and preventing child sexual abuse

Title II, Part A - MOA & Future Allocations

- Title II, Part A allocation process changed last year following a U.S. Department of Education (ED) audit finding
- ED is requiring that Maine DOE correct five years' worth of past Title II, Part A allocations by adjusting future allocations, starting in FY26-30
 - All adjustments are noted on the "Guidance" section of our website under Title II, Part A
- Maine DOE will prioritize SAUs that are most negatively impacted by reallocating past Title II, Part A funds to them, starting with FY25

Title III, Part A

Language Acquisition for English Learners and Immigrant Students

Title III, Part A - Intent and Purpose

- Provides eligible SAUs with grant funds to improve and enhance their programs for Multilingual Learners (ML)
 - Supplemental services to increase the English language acquisition and academic achievement of MLs, professional development for educators on serving MLs, and parent, family, and community engagement opportunities
- An additional subgrant is also available to support the SAU experiencing the greatest increase of immigrant children and youth
- Title III, Part A helps ensure that MLs and immigrant children and youth receive high-quality, effective educational opportunities

Title III, Part A - Required Use of Funds

- There are three “buckets” under which Title III, Part A funds MUST be used:
 - Enhance the Language Instruction Education Program supported with state/local funds
 - Provide professional development to classroom teachers, administration, and/or community-based organization personnel that is:
 - Designed to improve the instruction and assessment of MLs
 - Designed to enhance the ability of such participants to understand and implement curricula, assessment practices and measures, and instructional strategies for MLs
 - Effective in increasing the children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers
 - Provide parent, family, and community engagement opportunities

Title IV, Part A

Student Support & Academic Enrichment

Title IV, Part A – Intent & Purpose

- Improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to:
 - Provide all students with access to a *well-rounded education*;
 - Improve school conditions for student learning by supporting *safe and healthy students*; and
 - Improve the *effective use of technology* in order to improve the academic achievement and digital literacy of all students

Well-Rounded Education Opportunities

(ESEA section 4107)

Academic Enrichment

- Science, Technology, Engineering, and Math (STEM)
- Music and Arts
- Foreign Language Instruction
- College and Career Counseling
- Accelerated Learning Programs
(including exam fees for low-income students)
- Traditional American History
- Civics & Government Education
- Geography Instruction
- Environmental Education
- Volunteerism and Community Involvement
- Integrating Multiple Disciplines
(programs that combine arts and math, music and literacy, etc.)

Safe and Healthy Students

(ESEA section 4108)

Safe and Supportive Schools

- Preventing Bullying & Harassment
- School Dropout Prevention
- Reducing Exclusionary Discipline
- Suicide Prevention
- Building School/Community Relationships
- Services for Justice Involved Youth

Physical and Mental Health

- Substance Abuse Prevention
- Violence Prevention
- School-based Health & Mental Health Services
- Nutritional Education
- Trauma-Informed Classroom Management
- Chronic Disease Management

Cross Cutting Topics

- Mentoring and School Counseling
- Schoolwide Positive Behavioral Interventions

Effective Use of Technology

(ESEA section 4109)

School Technology Integration

- Provide personalized learning
- Discover, adapt and share high-quality resources
- Implement blended learning strategies
(i.e. formal education programs that leverage technology-based and face-to-face instructional approaches)
- School-wide and SAU-wide approaches to inform instruction and support teacher collaboration

Technology Infrastructure

- Definition - 4109(a)(2)(B):
Computer devices, equipment, software applications, etc.
- Special Rule – 4109(b):
*SAUs may not spend more than **15%** of funds used this category for technology infrastructure purchases*

Required Use of Funds – \$30,000 or more

(ESEA section 4106)

- If an award amount (after transfers) is greater than \$30,000, the SAU must do **all** of the following:
 - Allocate at least 20% of funds for **well-rounded education**
 - Allocate at least 20% of funds for **safe & healthy students**
 - Allocate a “portion” of funds for **effective use of technology**
- Annual CNA **must** also examine the needs for improvement in access, opportunities, and school conditions related to these same areas

Required Use of Funds – under \$30,000

(ESEA section 4106)

- If an award amount (after transfers) is less than \$30,000, the SAU must do **at least one*** of the following:
 - Allocate at least 20% of funds for **well-rounded education**
 - Allocate at least 20% of funds for **safe & healthy students**
 - Allocate a “portion” of funds for **effective use of technology**
- *If SAU chooses to do more than one of the above, percentage rules still apply
- Annual CNA **may** also examine the needs for improvement in access, opportunities, and school conditions related to these same areas

Cross-Cutting Requirements

(ESEA section 4106)

- SAUs must **prioritize distribution of Title IV, Part A funds** to the school or school(s) within the SAU demonstrating greatest need for additional support
- All funds awarded under Title IV, Part A (including transfers):
 - Must only **supplement, not supplant** other federal, state, and local funding that would otherwise be made available for proposed Title IV, Part A programs and activities
 - May support **direct administration costs of up to 2%** of the SAU's award amount
- SAUs must **annually report expenditure and progress data** to Maine DOE relative to the use of Title IV, Part A funds locally *(including equitable services for non-public schools)*

Title V, Part A

Transferability

Title V, Part A - Transferability

Up to 100% of funds may be transferred **out of** the following ESEA programs:

- Title II, Part A
- Title IV, Part A



Funds may be transferred **into** one or more of the following ESEA programs:

- Title I, Part A
- Title I, Part D
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Title V, Part B

Title V, Part A - Transferability

- Funds can only be transferred into a program with an existing allocation
- SAUs may only make single transfers from one program to another
 - No “daisy chaining” of funds
 - **Example:** SAUs may not transfer Title II funds into Title IV and then transfer Title IV funds into Title I; the SAU would instead transfer from Title II to Title I
- Before any transfers of funds can take place, SAUs have the legal obligation of consulting with local non-public schools (as applicable) regarding the needs of their students and teachers and how those needs can be met through federal programs

Title V, Part B

Rural and Low-Income Schools (RLIS)

Title V, Part B – Intent and Purpose

- **Rural Education Achievement Program** addresses the unique needs of rural SAUs that frequently:
 - Lack the personnel and resources needed to compete effectively for Federal competitive grants; and
 - Receive formula grant allocations in amounts too small to be effective in meeting their intended purposes
- [ESEA Federal Programs Spending Handbook](#)

Title V, Part B - Use of Funds

- Title V is supplemental to and has shared allowability with each of the other ESEA programs
- If there are restrictions under the original ESEA program for a specific use of funds, that restriction is no longer applicable under Title V, Part B after the transfer
 - Example A: Content area spending requirements under Title IV, Part A
 - Example B: Summer school requirements under Title I, Part A
- Remember, expenses need to be reasonable, necessary, allocable, and clearly aligned with CNA area(s) of high need



Questions

ESEA Application

A summary of the process and timeline for applying for ESEA funds

Preliminary vs Final Allocations

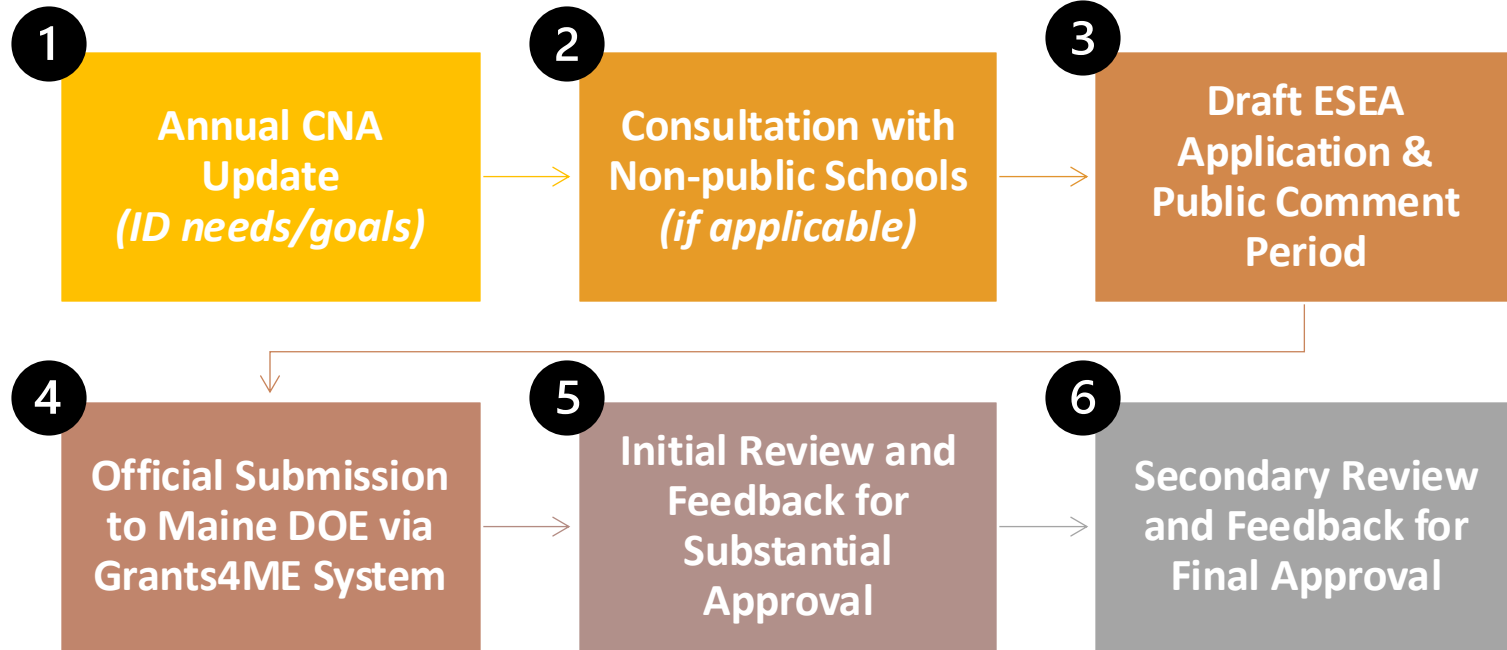
Preliminary Allocations

- Based on preliminary funding data issued by the federal government
- Usually developed and released to Maine SAUs sometime in spring each year
- Serve as a close estimate to what SAUs will receive once funding is finalized at the federal level

Final Allocations

- Based on final awards made by the federal government
- Usually finalized, released to Maine SAUs, and loaded into the Grants4ME system in early July
- Are the actual grant award amount(s) the SAU will receive for that fiscal year

ESEA Application Process



Annual CNA Update

- SAUs must conduct annual needs assessment process to determine the high area(s) of need that will be addressed in the ESEA application
- Be sure to document:
 - Relevant stakeholders
 - Dates of the updates and meetings
 - Data sources utilized
- At a minimum, each SAU must address needs related to:
 - Student achievement in mathematics
 - Student achievement in literacy
 - Non-academic area(s) (attendance, health, behavior, etc.)



Evaluate

Review local data on the needs of students, staff, and families and effectiveness of current programs



Connect

Discuss how the needs of students, staff, and families can be met through the use of federal funds



Plan

Create shared plan for how federal funds are leveraged to support the needs of students, staff, and families



Collaborate

Partner in applying for, accessing, and reporting out on the use of federal funds to support shared work

Consultation Process

- Consultation on equitable services is an ongoing process
- Meetings include representatives (often administrative officials) from the public SAU and eligible non-public school(s)
- The overall goal of the consultation process is to identify, plan for, and ultimately address the needs of students attending the non-public school(s) through various federally-funded ESEA programs



A photograph showing two individuals in a professional setting. One person, wearing a tan blazer and a silver watch, is shaking hands with another person whose arm is in a brown sweater. They are standing over a desk with some papers and a pen holder. The background is slightly blurred, showing an office environment.

Consultation Requirements

Consultation must include discussion of:

- How the needs of students have been identified
- What services will be provided
- How, where, and by whom services will be provided
- How services will be academically assessed for effectiveness and how the results of such assessments will be used to improve the services
- How and when the SAU will make decisions around the delivery of equitable services, including a thorough consideration and analysis of the views of non-public school official(s)
- Whether the SAU will provide equitable services directly or through a third-party organization

Public Comment Period

- Public comment period must occur prior to the SAU's official submission of the ESEA Application each year
- Within the ESEA Application, SAUs must:
 - Outline the process used to obtain public comment on the intended use of federal funds outlined in its draft ESEA application
 - Confirm whether public comment(s) were received in response to information the SAU shared
 - Describe How the SAU responded to and considered such comments prior to finalizing the ESEA application and submitting it to the Maine DOE



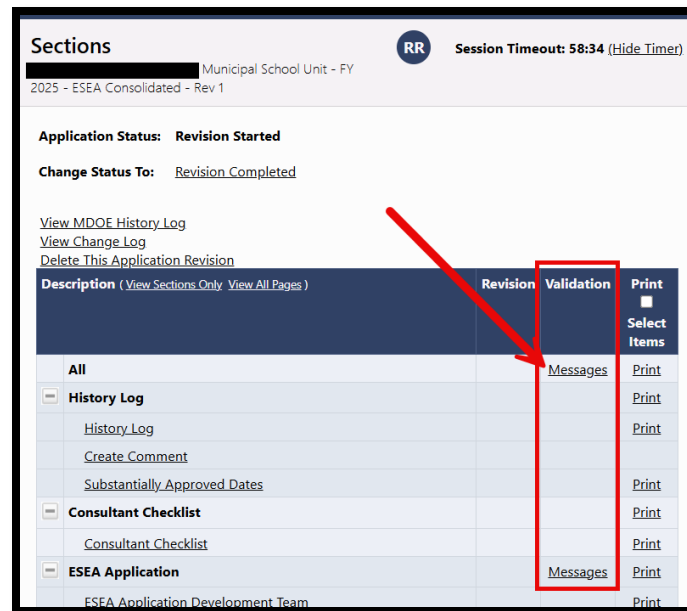
ESEA App Submission via Grants4ME

ESEA Consolidated Application (*August 1 Submission Deadline*)

- SAUs submit an annual funding application through the Department's Grants Management System (maine.egrantsmanagement.com)
- State approval must be granted on each funding application before SAUs can receive funds
- Funding amounts and eligibility are predetermined, based on federally established funding formulas, laws, and guidance

Warnings vs Validation Messages

- Warnings are reminders about things that may be required, but are not for all SAUs
- Validations are required elements for all SAUs that prevent submission of the application until they are resolved



Sections RR Session Timeout: 58:34 (Hide Timer)

Municipal School Unit - FY
2025 - ESEA Consolidated - Rev 1

Application Status: Revision Started

Change Status To: [Revision Completed](#)

[View MDOF History Log](#)
[View Change Log](#)
[Delete This Application Revision](#)

Description (View Sections Only View All Pages)	Revision	Validation	Print Select Items
All		Messages	Print
History Log			Print
History Log			Print
Create Comment			
Substantially Approved Dates			Print
Consultant Checklist			Print
Consultant Checklist			Print
ESEA Application		Messages	Print
ESEA Application Development Team			Print

Warnings vs Validation Messages

Validation MessagesRR Session Timeout: 59:20 ([Hide Timer](#))

FY 2025 - ESEA Consolidated - Rev 1

This is the Grants4ME TEST site. Please be sure to complete your work in the LIVE site. Test Database refreshed Apr 30 2025 3:44PM.

[Return To Sections Page](#)

ESEA Application

Actions	ESEA Application Development Team
Review	Questions marked with an asterisk (*) require a response. Error

Related Documents

Review	The optional Related Document 'State Assessment Participation (under 75%)' has not been uploaded. Please be certain this is the intention.	Warning
Review	The optional Related Document 'ESEA Non-Public School Participation Form' has not been uploaded. Please be certain this is the intention.	Warning
Review	The optional Related Document 'Notice of Releasing Funds' has not been uploaded. Please be certain this is the intention.	Warning
Review	The optional Related Document 'Certification for Participation in a Title III Consortium' has not been uploaded. Please be certain this is the intention.	Warning
Review	The optional Related Document 'Title ID Consultation Form' has not been uploaded. Please be certain this is the intention.	Warning

Schoolwide Project

Actions	Project Budget - Schoolwide
Review	The Title I, Part A project budget (\$215,000.00) must equal the Title I, Part A project allocation (\$217,073.24). Error

Title I, Part A

Actions	Ranking of Schools & Distribution
Review	The Title I, Part A project budget amount dedicated to schools (\$215,000.00) must equal the Title I, Part A allocation amount available for schools (\$217,073.24). Error

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Substantial vs. Final Approval Status

Substantial Approval

An initial review to confirm that basic requirements are met and projects and budgets are reasonable and allowable for all applicable ESEA funding streams. Once granted, this level of approval allows the SAU to begin obligating grant funds.

Final Approval

A comprehensive review to confirm that all requirements are met and projects and budgets are well defined, reasonable, and allowable for all applicable ESEA funding streams. Once granted, this level of approval allows the SAU to begin submitting reimbursement requests.

Importance of Substantial Approval

- [34 CFR 76.708 When certain subgrantees may begin to obligate funds](#)

Substantial Approval: August 1

- September & October Title I, Part A salaries and benefits
- Contracts for PD signed on 8/15 & 10/15
- Fall & Winter Semester coursework
- New staff orientation expenses
- Open House family engagement expenses

Substantial Approval: October 1

- October Title I, Part A salaries and benefits
- Contract for PD signed on 10/15
- Winter Semester Coursework

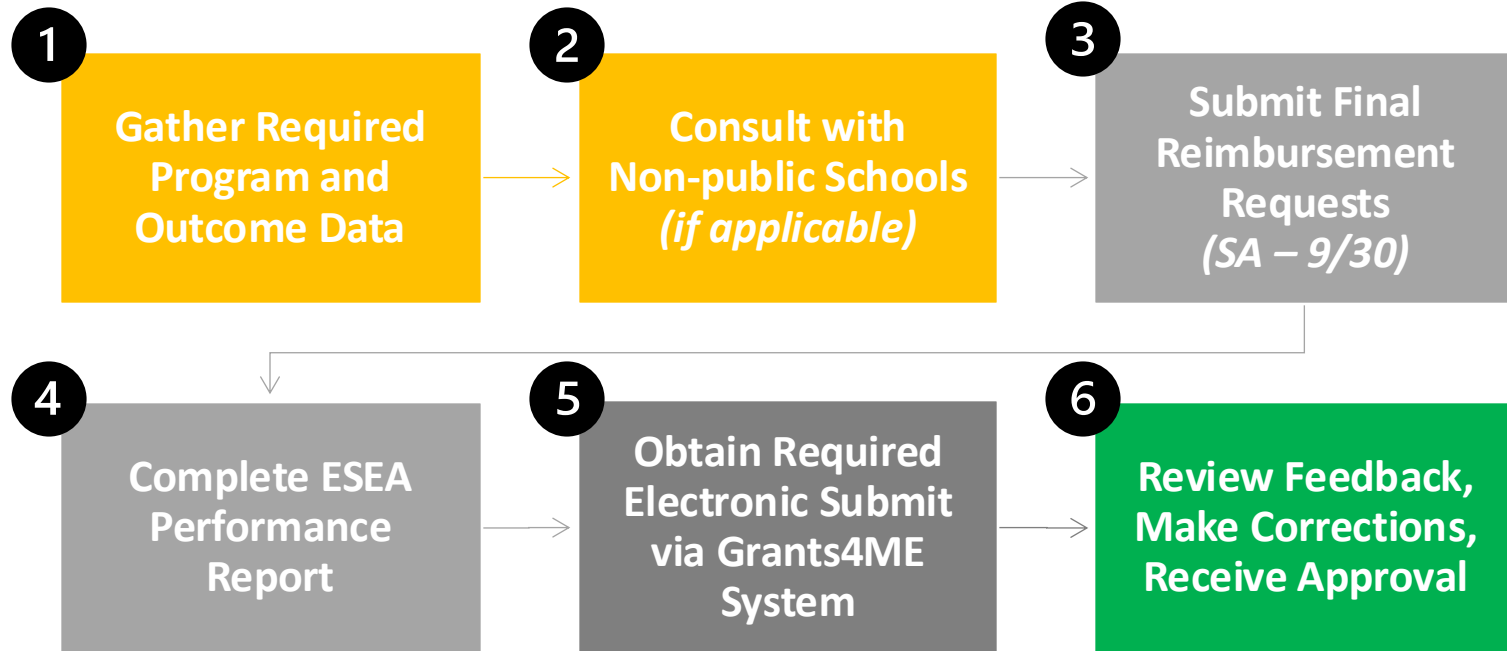
ESEA Application Timeline



ESEA Performance Report

An outline of the process and timeline for reporting on ESEA activities

ESEA Performance Report Process



Performance Report Pages

Sections

Acadia Academy (1761) Charter School District - FY 2024 - ESEA Consolidated

Description (View Sections Only View All Pages)

ESEA Application

[PERFORMANCE REPORT: District Profile Goals](#)

[ESEA Application Development Team](#)

[Certification for Participation in ESEA Cooperative Project](#)

[Federal Assurances](#)

[General Assurances](#)

[ESEA Program Assurances](#)

[Annual District Needs Assessment](#)

[Non-Public Schools Consultation](#)

[Related Documents](#)

Allocations

[Allocations](#)

[Alternative Use](#)

[Pre-Award Cost Request](#)

[Create School and District Projects](#)

School - Acadia Academy School (1765)

[PERFORMANCE REPORT: School Profile Goals](#)

[Project Budget](#)

[PERFORMANCE REPORT: Project Expenditures](#)

[Annual School Needs Assessment](#)

[Project Details](#)

[Related Documents](#)

Title I, Part A

[PERFORMANCE REPORT: Title I, Part A, Supplemental Data](#)

[PERFORMANCE REPORT: Title I, Part A, Waiver](#)

[Title I Supplement Not Supplant](#)

[Ranking of Schools & Distribution](#)

[PERFORMANCE REPORT: Updated Ranking of Schools & Distribution with Expenditures](#)

[Title I-A Budget Overview](#)

[Title I-A Budget Overview Plus/Minus](#)

[Related Documents](#)

Title II, Part A

[Title II-A Budget Overview](#)

[Title II-A Budget Overview Plus/Minus](#)

[Related Documents](#)

Title IV, Part A

[PERFORMANCE REPORT: Title IV, Part A Supplemental Data](#)

[Budget Overview](#)

[Budget Overview Plus/Minus](#)

[Related Documents](#)

Performance Report Summaries

[Expenditure Summary](#)

[Project Totals by Grant](#)

Helpful for checking
you work!



Title I, Part A – Excess Carryover Waiver

- If an SAU receives \$50,000 or more in Title I, Part A funds (after transfers), the SAU may only retain up to 15% of the funds in carryover unless given a waiver by the State of Maine
 - **Waivers may only be granted once every 3 years; choose wisely!**
- Maine DOE has received waivers from the U.S. DOE which allowed us to grant 15% carryover waivers for FY24 and FY23 funds, even if the SAU had received such a waiver within the previous two years
- It is unknown whether Maine DOE will be able to apply for or received similar waivers from U.S. DOE for FY25 or beyond

Title I, Part A – Sample Carryover Waiver

EXAMPLE

SAU accepted a waiver in FY24 and will not be able to receive a 15% Title I, Part A carryover waiver from the State of Maine until FY27

TITLE I EXCESS CARRYOVER WAIVER

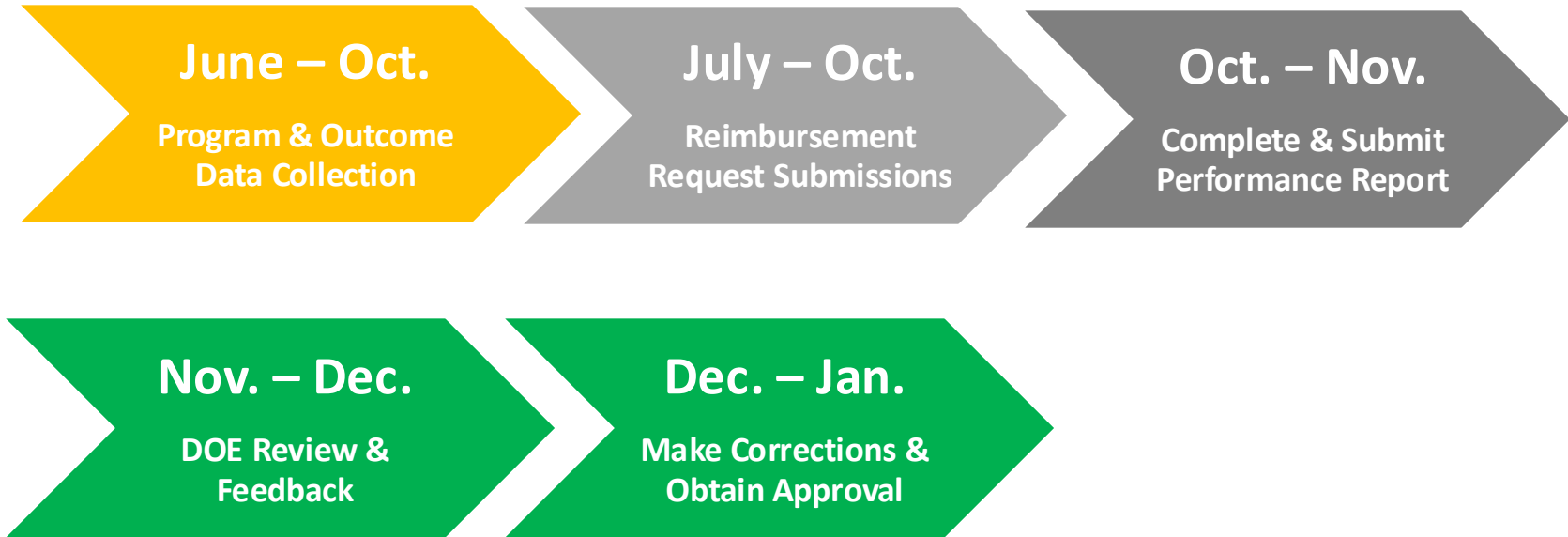
If an LEA has a Title IA allocation of at least \$50,000, after transfers, they may carryover up to 15% of that allocation each year. If the LEA has a carryover amount greater than 15%, they may elect, once every three years, a waiver to carryover greater than 15%. If the LEA is eligible and wishes to apply for the waiver, please indicate so below with an explanation for why the waiver should be granted. If the waiver is not request or granted, any Title IA funding above the 15% threshold will be released from the LEA.

Title I, Part A Adjusted Allocation	Title I, Part A Project Expenditures	Amount Remaining	Percent Remaining	Waiver Percentage	Amount of Excess Carryover	Grantee wishes to utilize waiver to keep allocation in excess of limitation
\$ 171,154.21	\$ 38,276.17	\$ 132,878.04	77.64 %	15%	\$ 107,204.91	* Yes ▾

Tydings Waiver

- Tydings Amendment waivers seek extension to the period of availability of funds
- Maine DOE received this waiver from U.S. DOE for state fiscal years 2019-2023
- **Request for state fiscal year 2024 ESEA funds is still pending**
- Without this waiver, both FY23 and FY24 ESEA funds would need obligated by 09/30/2025, liquidated by 12/15/2025, and closed out as part of the FY25 ESEA Performance Report

ESEA Performance Report Timeline



FY26 Application Updates

A summary of the major updates to the FY26 ESEA Consolidated Application

School level vs SAU level Projects

- Majority of ESEA funding must be budgeted at the individual school level
- For Title I, Part A, SAUs must follow rank and distribution requirements around serving higher poverty schools
- For Title II, Part A and Title IV, Part A, SAUs must prioritize funds to the highest need school or schools within the SAU

Application Update

School and District Projects

my (1761) Charter School District - FY 2026 - ESEA

ants4ME TEST site. Please be sure to compl

To ▶

SL/Bilingual Programs

III - ESL/Bilingual Programs

tal

d

Create Project	
Project Type:	Title I, Part D Neglected/Delinquent Facility ▼
Project Location:	Title I, Part D Neglected/Delinquent Facility
	Homeless/Foster Care
	Immigrant Youth and Children
	ESEA Program Coordinator
	Family Engagement Reservation
	Non Public School
	School
	Schoolwide

	\$10,000.00
	\$0.00
	\$0.00
	\$10,000.00

ESEA Program Assurances

- Head Start & Pre-K assurance has been updated to clarify this is a requirement of all SAUs accepting Title I, Part A funds
- Annual Foster Care Liaison Training assurance has been added with a date field to note when the liaison attended the training
- Updated Title III assurances to only include assurance language
- School Improvement assurance has been added for all schools identified at any level under Maine's Model of School Support

Application Update

* G. Any LEA that accepts Title I funds **must coordinate** with Head Start or other early Pre-K programs per ESEA Section 1119(b). Please describe the coordination efforts made by the LEA.

Examples of coordination efforts: developing and implementing procedures for receiving records of Pre-K students; establishing communication between staff and early learning counterparts; conducting meetings involving parents, kindergarten or elementary teachers; organizing and participating in training; linking educational services provided by the LEA and Head Start programs.

☐ ☐ Yes

☐ N/A: Only Select N/A if you do not accept Title I funds. Please write N/A in the narrative box.

* H. The LEA's Foster Care liaison has participated in the yearly training and the training certificate was issued on:



[Clear](#)

Application Update

☐ **III. TITLE III - If the district does not accept or receive these funds, please Check the Checkbox.**

* The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of Multilingual learners, consistent with sections 3125 (Legal Authority Under State Law) and 3126 (Civil Rights)

☐ Yes ☐ No

* The LEA assures that it consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing a plan and implementing activities using these funds.

☐ Yes ☐ No

* The LEA assures that it will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.

☐ Yes ☐ No

IX. SCHOOL IMPROVEMENT

* The LEA agrees that all school support and improvement activities contained in Sections 1111(d)(1)(B) and 1111 (d)(2)(B-C) are being met for schools identified under Maine's Model of School Supports (Maine's State Accountability System).

☐ Yes ☐ No ☐ NA

Schoolwide Project Details

- Instead of drop-down menus to add additional Intent and Purpose statements for each program contributing to the Schoolwide project, there is now a checkbox and accordion function for each ESEA program
- Each program also has new helper text to clarify what information the SAU should be providing in response to each Intent and Purpose Statement

Application Update

State / Local - Intent and Purpose Statement

* Directions: In meeting the intent and purpose of State/Local, describe how the school meets state and local requirements to provide a free public education to all students.

Check Spelling

0 of 36000 characters

Title I, Part A - Intent and Purpose Statement

* Directions: In meeting the intent and purpose of Title I, Part A, describe how the school provides academic opportunities & interventions for students most at risk of failing to meet state standards.

Check Spelling

0 of 36000 characters

☒ **Title II, Part A - Intent and Purpose Statement** - (Check the box if the school has included Title II, Part A funds as part of its schoolwide plan.)

Directions: In meeting the intent and purpose of Title II, Part A, Describe how the school provides professional development, mentoring, evaluation, and/or instructional coaching for teachers, principals, and other school leaders.

Check Spelling

0 of 36000 characters

☐ **Title III, Part A - Intent and Purpose Statement** - (Check the box if the school has included Title III, Part A funds as part of its schoolwide plan.)

☐ **Title IV, Part A - Intent and Purpose Statement** - (Check the box if the school has included Title IV, Part A funds as part of its schoolwide plan.)

☐ **Title V, Part B - Intent and Purpose Statement** - (Check the box if the school has included Title V, Part B funds as part of its schoolwide plan.)

Non-Public School Project Details

- New questions have been added
 - Clarify the process the non-public school and SAU used for determining the high needs area(s) of the non-public school students and/or teachers
 - Specify what the identified area(s) of high need are for the school year
- Project goals, details, and justification are now below these new questions
- Project page now more closely aligns with what SAUs are required to complete for their own schools

Application Update

Student / Staff Needs Assessment

* Describe the process the non-public school used to review student and staff data and determine the highest area(s) of need for students and/or staff within the non-public school. Be sure to specify the data source(s) that were reviewed to determine high area(s) of need.

Rich text editor toolbar: ABC, Undo, Redo, Cut, Copy, Paste, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Link, Unlink, Font Size, Times New ...

Words: 0 Characters: 0

* Describe the high area(s) of need for students and/or staff at the non-public school that will be addressed through the proposed project. Please note these area(s) must connect with the non-public school's goal(s) in the table below.

Rich text editor toolbar: ABC, Undo, Redo, Cut, Copy, Paste, Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Link, Unlink, Font Size, Times New ...

Words: 0 Characters: 0

Title III, Part A Project Details Page

- SAUs must now provide specific details of on the following:
 - Core Language Instruction Education Program funded through state and local sources
 - Improvement of Instruction
 - Professional development
 - Parent, family, and community engagement

Application Update

Please do not list any services here that are paid for through federal ESEA funds.

* The Language Instruction Education Program for Multilingual learners that is supported with state / local funds

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, font face, and font size. The font face dropdown is set to "Times New ...".

Words: 0 Characters: 0

* Professional Development specific to Multilingual learners that is supported with state / local funds

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, font face, and font size. The font face dropdown is set to "Times New ...".

Words: 0 Characters: 0

* Parent, Family, and Community Engagement specifically focusing on Multilingual learners that is supported with state / local funds

Rich text editor toolbar with icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, font face, and font size. The font face dropdown is set to "Times New ...".

Application Update

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered that will help Multilingual learners increase their English language proficiency and supplemental to the core program.

Describe how the SAU will ensure that elementary schools and secondary schools assist Multilingual learners in:

* Achieving English language proficiency

ABC [undo] [redo] [bulleted list] [numbered list] [link] [unlink] [text color] [background color] [bold] [italic] [underline] [font face] [font size] [font color] [font size] "Times New ..." Size

Words: 0 Characters: 0

* Meeting the challenging State academic standards

ABC [undo] [redo] [bulleted list] [numbered list] [link] [unlink] [text color] [background color] [bold] [italic] [underline] [font face] [font size] [font color] [font size] "Times New ..." Size

Words: 0 Characters: 0

Describe how the SAU will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

* Designed to improve the instruction and assessment of Multilingual learners

ABC [undo] [redo] [bulleted list] [numbered list] [link] [unlink] [text color] [background color] [bold] [italic] [underline] [font face] [font size] [font color] [font size] "Times New ..." Size



Questions

ESEA Monitoring

A high-level overview of the ESEA Team's process for monitoring SAUs

ESEA Monitoring

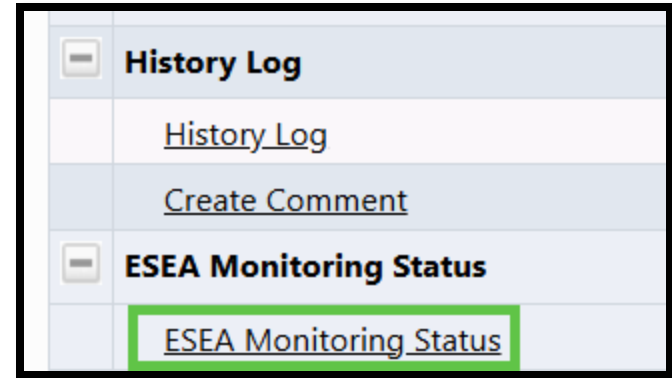
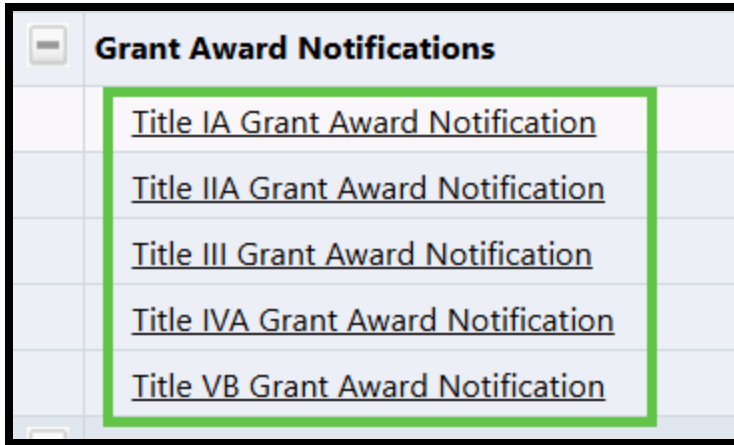
- Maine DOE conducts annual risk assessment each spring
- SAUs are notified of monitoring support level through ESEA GANs
- SAUs at moderate or high levels must submit monitoring evidence through Grants4ME, as directed by Maine DOE
- Maine DOE reviews SAU submissions for compliance with statutory requirements and provides feedback, as appropriate
 - SAUs have opportunity to review Maine DOE feedback and provide updated response(s) until all items meet statutory requirements

ESEA Risk Assessment Factors

- Major factors considered:
 - Turnover of key staff
 - Late and/or incomplete submissions
 - ESEA Application, ESEA Performance Report, ESEA Monitoring
 - Fiscal oversight
 - Reimbursement requests, excess carryover, returning of funds
 - Single audit findings

ESEA Risk Assessment Results

- Monitoring Support Levels can be found in the...
 - ESEA Application:
 - ESEA Monitoring Instrument:



ESEA Monitoring Instrument

The screenshot shows the Grants4ME Home page. The left sidebar contains the following links: Grants4ME Home, Administer, Search, Reports, Inbox, MDOE Resources, Help for Current Page, Contact MDOE, and Create Help Desk Ticket. The 'Search' link is expanded, showing a sub-menu with: Organizations, Funding Applications, Funding Application Related Documents (2025), Grants, Invoices, **Monitoring Instruments** (highlighted with an orange box and an arrow), Monitoring Required Documentation, Application Supplement, and SAU Document Library. The main content area displays a session timeout of 59:34 and a notification about IDEA FY24 funds not being invoiced by December 15, 2025.

Maine Department of Education

Maine.gov

Grants4ME Home

Administer

Search

Reports

Inbox

MDOE Resources

Help for Current Page

Contact MDOE

Create Help Desk Ticket

Grants4ME Home

Organizations

Funding Applications

Funding Application Related Documents (2025)

Grants

Invoices

Monitoring Instruments

Monitoring Required Documentation

Application Supplement

SAU Document Library

Session Timeout: 59:34 (Hide Timer)

and, the fiscal team would like to remind you of some key

igated no later than September 30, 2025.

submitted in an approvable form via Grants4ME no later

October 1 – December 15, 2025, must contain backup

documentation for all expenses being invoiced.

- IDEA FY24 funds not invoiced in an approvable form by December 15, 2025, will lapse and no longer be available.

ESEA Monitoring Resources

- Maine DOE has online resources to support SAUs with monitoring (<https://www.maine.gov/doe/learning/esea/monitoring>)
- SAUs have access to ESEA monitoring:
 - Guidance and FAQ documents
 - Training presentations and recordings
 - Fact sheets for each monitoring item

Past Due Notifications

- Be mindful of the due dates
- Notification of past due submission will be sent out to SAUs at 30 days, 60 days, and 90 days past due
- Incomplete and/or past due ESEA submissions may result in:
 1. Increased Risk Assessment rating
 2. Administrative hold on access to all ESEA funds
 3. Temporary hold on substantial approval for the ESEA Application
 4. Ineligibility for Title I Excess Carryover Waiver



15-minute Break

ESEA Fiscal Oversight

A review of requirements and best practices for managing ESEA funds

Success begins with COMMUNICATION

- **Internal**

- Business Manager and ESEA Coordinator
 - Suggest meeting no less than quarterly or at least prior to the application and performance report due dates

- **External**

- SAU and Maine DOE
 - [Maine DOE Webpage](#)
 - ESEA Newsletter – emailed 1st Tuesday of every month
 - ESEA Office Hours – 2nd Tuesday of every month
 - [Federal Programs Fiscal Office Hours](#) – Quarterly
 - [Maine DOE Event Calendar](#)
 - Networking

Federal Grant Management System

- Grants4ME: <https://maine.egrantsmanagement.com>
 - ESEA Application
 - Grant Award Notice (GAN)
 - Monitoring Risk Level
 - Additional terms and conditions
 - Budgets
 - SAU projects
 - School projects
 - Reimbursement Requests
 - Substantial Approval Date
 - Service Period
 - Expenditure Page

Grants4ME Navigation

Sections

TD Sess

Allocations

- [Allocations](#)
- [Alternative Use](#)
- [Pre-Award Cost Request](#)
- [Create School and District Projects](#)

Grant Award Notifications

- Title IA Grant Award Notification**
- [Title IIA Grant Award Notification](#)
- [Title III Grant Award Notification](#)
- [Title IVA Grant Award Notification](#)
- [Title VB Grant Award Notification](#)



Title IA Grant Award Notification

Go To ▶

Improving Academic Achievement of the Disadvantaged
Title I Grants to Local Educational Agencies

1. SUBRECIPIENT

- a. Subrecipient Name:
- b. Chief Executive Name:
- c. Mailing Address:
- d. Phone Number:
- e. Email Address:

2. PASS THROUGH ENTITY

- a. Entity Name:
- b. Primary Contact Name and Title:
- c. Mailing Address:
- d. Phone Number:
- e. Email Address:



3. FEDERAL AWARD

- a. Federal Award Identification Number:
- b. Federal Award Date:
- c. CFDA Number and Name:
- d. Total Federal Award Amount:
- e. Federal Awarding Agency:
- f. Federal Award Project Description:
- g. Research and Development (Y/N):
- h. Federal Funds Obligated by this Action:

4. SUBAWARD

- a. Subrecipient UEI Number:
- b. Vendor Code:
- c. GASA Number:
- d. Fund/Revenue Codes:
- e. Program Code:
- f. Award Amount:**
- g. Sub-award Period of Performance:
- h. Restricted Indirect Cost Rate:
- i. Terms and Conditions:
- j. Subrecipient Monitoring Status:**
- k. Additional requirements as a result of Risk Rating:
- l. The subrecipient will be required to comply with the following special conditions during the award

5. ATTACHMENTS

- [General Fiscal Management Resource](#)
- [Memorandum Regarding the Use of Grant Funds for Conferences and Meetings](#)
- [FAQs to Assist in Appropriate Use of Federal Funds for Conferences and Meetings](#)
- [Disclosing Federal Funding in Public Announcements](#)

Grant Award Notification (GAN)

4. SUBAWARD

a. Subrecipient UEI Number:	YEXVWG7U43Y3
b. Vendor Code:	VC0000101779
c. GASA Number:	
d. Fund/Revenue Codes:	FUND 2300; REVENUE 4517
e. Program Code:	013-05A-Z08113-F2025
f. Award Amount:	\$ 160,415.97
g. Sub-award Period of Performance:	07/01/2024 - 09/30/2026
h. Restricted Indirect Cost Rate:	No Approved Rate
i. Terms and Conditions:	<p>This grant award is subject to the provisions of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, the Department of Education General Administrative Regulations (EDGAR), 34 CFR, Parts 76, 77, 79, 81, and 85; and the Uniform Administrative Requirement, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200; and 34 CFR Part 200.6 - 200.79.</p> <p>The project(s) funded via this award must be operated in compliance with the ESEA Consolidated Grant Application submitted by the subrecipient, as approved by the Maine Department of Education. Awarded funds must be expended on approved project activities and in compliance with applicable federal and state legislation, guidelines, and requirements.</p> <p>Grant funds may be obligated as of the date the subrecipient submits the ESEA Consolidated Grant Application to the State of Maine in a substantially approvable form, as determined by the state. Any funds not committed by the subrecipient by 9/30/2026, and invoiced for by 12/30/2026, will no longer be accessible to the subrecipient.</p> <p>The subrecipient must submit a Performance Report by 11/1/25, which includes required programmatic and financial reporting elements for activities that occurred between the subrecipient's substantial approval date and 9/30/25. The subrecipient must also submit a Close Out Report by 12/30/26, which includes a final reconciliation of expenditures for the subject grant award.</p> <p>The subrecipient shall allow the Maine Department of Education and auditors access to such records and financial statements as may be necessary to comply with federal grant regulations and requirements per 34 CFR §200.331.</p> <p>Failure to comply with the terms and conditions of this grant award may result in the loss or withholding of funding related to this grant award.</p>
j. Subrecipient Monitoring Status:	Low
k. Additional requirements as a result of Risk Rating:	Yes
l. The subrecipient will be required to comply with the following special conditions during the award period:	<p>The subrecipient shall provide the Maine Department of Education with required documentation during designated monitoring collection periods. As a general rule, subrecipients must submit reimbursement requests via the Department's online grant management system at least once per quarter, with billing periods ending on 9/30/24, 12/31/24, 3/31/25, and 6/30/25. Subrecipients whose award (including transferred funds) exceeds \$250,000 in value must instead submit reimbursement requests on a monthly basis throughout the period of performance for the award.</p>

Application Budget Pages

Sections – Allocations (Create School and District Projects)

Create School and District Projects						
Go To ▶						
	Title I, Part A	Title II, Part A	Title IV: Well Rounded Education	Title IV: Safe and Healthy Students	Title V, Part B	Total
Allocation	\$152,404.80	\$55,403.60	\$11,999.80	\$12,999.20	\$34,594.62	\$267,402.02
Homeless/Foster Care						
Homeless/Foster Care	\$100.00	\$0.00	\$0.00	\$0.00	\$0.00	\$100.00
Teacher Quality						
Teacher Quality	\$0.00	\$36,404.09	\$0.00	\$0.00	\$34,594.62	\$70,998.71
ESEA Program Coordinator						
ESEA Program Coordinator	\$4,000.00	\$0.00	\$220.00	\$0.00	\$0.00	\$4,220.00
Professional Development						
Professional Development	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00
District						
Title 1A Coordinator	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00
Non Public School						
Non Public School - [REDACTED]	\$23,641.00	\$4,263.00	\$0.00	\$1,347.00	\$0.00	\$29,251.00
Non Public School - [REDACTED]	\$0.00	\$1,807.25	\$0.00	\$0.00	\$0.00	\$1,807.25
Non Public School - [REDACTED]	\$0.00	\$12,929.26	\$0.00	\$4,085.00	\$0.00	\$17,014.26
School						
School - [REDACTED]	\$0.00	\$0.00	\$2,000.00	\$500.00	\$0.00	\$2,500.00
School - [REDACTED]	\$55,621.80	\$0.00	\$3,779.00	\$4,567.20	\$0.00	\$63,968.00
School - [REDACTED]	\$14,978.00	\$0.00	\$2,000.00	\$1,000.00	\$0.00	\$17,978.00
Schoolwide						
Schoolwide - [REDACTED]	\$15,564.00	\$0.00	\$2,000.00	\$500.00	\$0.00	\$18,064.00
Schoolwide - [REDACTED]	\$30,500.00	\$0.00	\$2,000.80	\$1,000.00	\$0.00	\$33,500.80
Projects Total	\$152,404.80	\$55,403.60	\$11,999.80	\$12,999.20	\$34,594.62	\$267,402.02
Unallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Why are budget pages important?

- Targeted assistance program school project budget page

Funding Source	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9123 - Indirect Cost Recovery	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	\$62,145.98	\$56,409.92	\$5,736.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$62,145.98	\$0.00
Title I, Part A: 2100 - Support Services - Student		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2200 - Support Services - Instruction		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2300 - General Administration		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: 2700 - Transportation		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Title I, Part A: Total		\$56,409.92	\$5,736.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$62,145.98	
Total	\$62,145.98	\$56,409.92	\$5,736.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$62,145.98	\$0.00

- Schoolwide school project budget page

Funding Source	Schoolwide Participant	Grant Project Amount	1000 - Personal Services - Salaries	2000 - Employee Benefits	3000 - Purchased Professional & Technical Services	5000 - Other Purchased Services	6000 - General Supplies	7000 - Property	8000 - Debt Service & Miscellaneous	9123 - Indirect Cost Recovery	Schoolwide	Total	Remaining
Title I, Part A: 1000 - Regular Instruction	<input checked="" type="checkbox"/>	\$382,949.66	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title I, Part A: 2100 - Support Services - Student			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2200 - Support Services - Instruction			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2300 - General Administration			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: 2700 - Transportation			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	
Title I, Part A: Schoolwide											\$382,949.66	\$382,949.66	
Title I, Part A: Total			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$382,949.66	\$382,949.66	
Title III: Instruction: 1000 - Regular Instruction	<input checked="" type="checkbox"/>	\$6,028.22	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	\$0.00
Title III: Instruction: 2100 - Support			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00	

Substantial Approval is...

- The date the SAU can begin to obligate its funds for expenses
 - Stage before final approval, which provides an SAU with the “green light” to proceed with grant activities
- Granted by the Maine DOE Regional Program Manager
- [34 CFR 76.708 When certain subgrantees may begin to obligate funds](#)

Obligations, Grant Admin Handbook on EDGAR

If the obligation is for—

The obligation is made—

(a) Acquisition of real or personal property

On the date on which the State or subgrantee makes a binding written commitment to acquire the property.

(b) Personal services by an employee of the State or subgrantee

When the services are performed.

(c) Personal services by a contractor who is not an employee of the State or subgrantee

On the date on which the State or subgrantee makes a binding written commitment to obtain the services.

(d) Performance of work other than personal services

On the date on which the State or subgrantee makes a binding written commitment to obtain the work.

(e) Public utility services

When the State or subgrantee receives the services.

(f) Travel

When the travel is taken.

(g) Rental of real or personal property

When the State or subgrantee uses the property.

(h) A pre-agreement cost that was properly approved by the Secretary under the cost principles in [2 CFR part 200, Subpart E—Cost Principles](#)

On the first day of the grant or subgrant performance period.

Pre-Award Costs

(Section 200.458)

- Costs incurred prior to the start date of the Federal Award
 - No earlier than July 1st
- Necessary for efficient and timely performance of the scope of work
- **Accrued salaries are not eligible for reimbursement with new-year funds**
 - **Example:** Salaries earned in the school year 24-25 are not eligible for reimbursement using FY26 ESEA funds
- Costs must be a part of projects within the new application (you cannot carry costs from previous projects)
- With the **written approval** of the Federal awarding agency

Pre-Award Cost Request

Pre-Award Cost Request

Augusta Public Schools (28) Municipal School Unit - FY 2025 - ESEA Consolidated - Rev 1 - Allocations

TC

Session Timeout: 59:47 (Hide Timer)

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☐ The Local Education Agency (LEA) is not requesting pre-award costs as part of this application.

If the LEA needs to obligate any new year ESEA funds after July 1 but prior to the date that this application is submitted and is requesting pre-award costs, please complete the table below:

Program	Pre-Award Costs	Level of Funding (July 1 to Submission Date)	Purpose of Funding (Brief description of expenses)	MDOE Pre-Award Cost Approved	Approval Date
Title I	* <input checked="" type="radio"/> Yes <input type="radio"/> No	\$ 28,000.00	This funding will be used to support the Director of Title I and McKinney-Vento Liaison who has a year-round position. The obligation is to pay the administrator's salary beginning July 1 until the substantial approval date.	Yes ▼	08/14/2024 📅
Title II	* <input type="radio"/> Yes <input checked="" type="radio"/> No	\$		Select... ▼	📅
Title III	* <input type="radio"/> Yes <input checked="" type="radio"/> No	\$		Select... ▼	📅
Title IV	* <input type="radio"/> Yes <input checked="" type="radio"/> No	\$		Select... ▼	📅
Title V	* <input type="radio"/> Yes <input checked="" type="radio"/> No	\$		Select... ▼	📅

Please indicate the ESEA program(s) for which pre-award costs are requested in the table above. Be sure to indicate what level of funding is needed to support pre-award costs between July 1 and the date this application is substantially approved. Please also provide a brief description of what the pre-award costs are for each program (staff salaries earned after July 1, summer professional development, etc.).

If the LEA's pre-award cost request is accepted, its Grant Award Notification (GAN) will contain allowance for pre-award costs. If the LEA's pre-award cost request is denied, any obligations incurred prior to receiving substantial approval status on this application will be considered unallowable costs.

Period of Performance

Grant	Period of Performance
FY 23 ESEA Consolidated Funds	Substantial Approval – 9/30/25
FY 24 ESEA Consolidated	Substantial Approval – 9/30/25
FY 24 Tier III School Improvement	Substantial Approval – 9/30/25
FY 25 ESEA Consolidated Funds	Substantial Approval – 9/30/26
FY 25 Tier III School Improvement	Substantial Approval – 9/30/25
FY 25 Title IA Summer Reallocated	5/1/25-9/30/25
2024-2025 21 st CCLC Grant Awards	7/1/24 – 6/30/25

Invoices in Grants4ME

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2024

ESEA Consolidated

Grant	Available Budget	Total Available Amount	Received Amount	Net Available Amount	Pending Request Amount
Title I, Part A	\$152,404.80	\$152,404.80	\$0.00	\$152,404.80	None
Title I, Part D Subpart 1	\$0.00	\$0.00	\$0.00	\$0.00	None
Title I, Part D Subpart 2	\$0.00	\$0.00	\$0.00	\$0.00	None
Title II, Part A	\$55,403.60	\$55,403.60	\$0.00	\$55,403.60	None
Title III, Immigrant	\$0.00	\$0.00	\$0.00	\$0.00	None
Title III, Part A	\$0.00	\$0.00	\$0.00	\$0.00	None
Title III: Family Engagement	\$0.00	\$0.00	\$0.00	\$0.00	None
Title III: Instruction	\$0.00	\$0.00	\$0.00	\$0.00	None
Title III: Professional Development	\$0.00	\$0.00	\$0.00	\$0.00	None
Title IV, Part A	\$0.00	\$0.00	\$0.00	\$0.00	None
Title IV: Effective Use of Technology	\$0.00	\$0.00	\$0.00	\$0.00	None
Title IV: Safe and Healthy Students	\$12,999.20	\$12,999.20	\$0.00	\$12,999.20	None
Title IV: Well Rounded Education	\$11,999.80	\$11,999.80	\$0.00	\$11,999.80	None
Title V, Part B	\$34,594.62	\$34,594.62	\$0.00	\$34,594.62	None

Project Summary

TC

Session Timeout: 58:10

Title I, Part A

[Return to Invoices](#)

Project Information

C.F.D.A. Number	84.010A
Initial Substantially Approved Date	7/25/2023
Project Begin Date	7/1/2023
Project End Date	9/30/2025
Allocation	\$152,404.80
Available Budget	\$152,404.80
Allow Carryover	False
Project Status	Normal [Hold] [History]

Invoices

#	Amount	Service Period	Status	Status Date	Voucher #
---	--------	----------------	--------	-------------	-----------

There are no matching Invoices for this grant.

[Create New Adjustment](#)

Adjustments

Amount	Type	Creator	Date
--------	------	---------	------

There are no matching Adjustments for this grant.

Invoicing and Reimbursements

Expenses:

- align to a project in the application
- allowable
- reasonable and necessary
- categorized appropriately on the expenditure page
- A detailed trial balance or general ledger for the service period is attached
- Trial balance contains proper funding codes or grant is identified
- **Service period does not exceed 3-months or monthly if receiving over \$250,000**
- Required backup documentation is uploaded

Partial Reimbursement

Allocations

Alexander Public Schools (4) Municipal School Unit - FY 2025 - ESEA Consolidated - Rev 1 - Allocations

TC

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Allocation Type	(1) Title I, Part A CFDA: 84.010A	(2) Title I-D Sub 1 CFDA: 84.013A	(3) Title I-D Sub 2 CFDA: 84.010A	(4) Title II, Part A CFDA: 84.367A	(5) Title III, Part A CFDA: 84.365A	(6) Title III Fam Engage CFDA: 84.365A	(7) Title III Instruct CFDA: 84.365A	(8) Title III PD CFDA: 84.365A	(9) Title III, Imm CFDA: 84.365A	(10) Title IV, Part A CFDA: 84.424A	(11) Title IV WRE CFDA: 84.424A	(12) Title IV SHS CFDA: 84.424A
Original	\$16,109.13	\$0.00	\$0.00	\$5,760.77	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$16,109.13	\$0.00	\$0.00	\$5,760.77	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$0.00
Allocation Transfers	(1) Title I, Part A CFDA: 84.010A	(2) Title I-D Sub 1 CFDA: 84.013A	(3) Title I-D Sub 2 CFDA: 84.010A	(4) Title II, Part A CFDA: 84.367A	(5) Title III, Part A CFDA: 84.365A	(6) Title III Fam Engage CFDA: 84.365A	(7) Title III Instruct CFDA: 84.365A	(8) Title III PD CFDA: 84.365A	(9) Title III, Imm CFDA: 84.365A	(10) Title IV, Part A CFDA: 84.424A	(11) Title IV WRE CFDA: 84.424A	(12) Title IV SHS CFDA: 84.424A
From Title II, Part A	\$0.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00			\$0.00	\$0.00
From Title III, Part A					\$0.00	\$0.00	\$0.00	\$0.00				
From Title IV, Part A	\$10,000.00	\$0.00		\$0.00		\$0.00	\$0.00	\$0.00		(\$10,000.00)	\$0.00	\$0.00
Total	\$26,109.13	\$0.00	\$0.00	\$5,760.77	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Detailed Expense vs Summary Reports

- Detailed Expense Report
- Summary Report

Grants Management Report					Fiscal Year: 2022-2023		Date Range: 05/01/2023 - 06/30/2023		Fund: 2300		
FUND: 2300		Disadvantaged Title I			ACCOUNT MASK:		7777.7777.7777.7777				
ACCOUNT TYPES: EXPENDITURE, TRANSFERS IN, TRANSFERS OUT					FISCAL YEAR:		Current & Prior Year				
ACCOUNT	BUDGET				EXPEND. AMOUNT	ENCUMBR. AMOUNT	TOTAL AMOUNT		BUDGET BALANCE		
2300.1100.1000.51010.110	Salaries - Teacher				\$64,789.08	\$19,966.80	\$9,983.40	\$29,950.20	\$34,838.88		
Transaction Detail (Standard)											
Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount				
05/12/2023	0	0	0	Teacher - Title I		Payroll	\$2,495.85				
05/26/2023	0	0	0	Teacher - Title I		Payroll	\$2,495.85				
06/06/2023	0	0	0	Teacher - Title I		Payroll	\$2,495.85				
06/23/2023	0	0	0	Teacher - Title I		Payroll	\$2,495.85				
06/30/2023	0	0	0	Accrued Salaries and Benefit		Adjusting	\$9,983.40				
						Detail Total:	\$19,966.80				
2300.1100.1000.51010.140	Salaries - Teacher				\$103,380.10	\$21,302.52	\$10,651.20	\$31,953.72	\$71,426.38		
Transaction Detail (Standard)											
Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount				
05/12/2023	0	0	0	Teacher - Title IA		Payroll	\$2,662.83				
05/26/2023	0	0	0	Teacher - Title IA		Payroll	\$2,662.83				
06/06/2023	0	0	0	Teacher - Title IA		Payroll	\$2,662.83				
06/23/2023	0	0	0	Teacher - Title IA		Payroll	\$2,662.83				
06/30/2023	0	0	0	Accrued Salaries and Benefit		Adjusting	\$10,651.20				
						Detail Total:	\$21,302.52				
2300.1100.1000.51020.110	Salaries - Ed Tech				\$16,787.93	\$5,391.84	\$2,582.63	\$7,974.47	\$8,813.46		
Transaction Detail (Standard)											
Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount				
05/12/2023	0	0	0	Ed Tech III - Title I		Payroll	\$945.68				
05/26/2023	0	0	0	Ed Tech III - Title I		Payroll	\$945.68				
06/06/2023	0	0	0	Ed Tech II - Title I Actual/Sci		Payroll	\$226.53				
06/06/2023	0	0	0	Ed Tech III - Title I		Payroll	\$945.68				
06/23/2023	0	0	0	Ed Tech III - Title I		Payroll	\$945.68				
06/30/2023	0	0	0	Accrued Salaries and Benefit	Adjusting	\$2,582.61					
						Detail Total:	\$5,391.84				
2300.1100.1000.51020.130	Salaries - Ed Tech				\$31,546.90	\$19,584.44	\$9,706.32	\$29,290.76	\$2,256.14		
Transaction Detail (Standard)											
Date	Reference No.	Requisition No.	PO/Ship No.	Description	Name	Journal	Amount				
05/12/2023	0	0	0	Ed Tech III - Title I		Payroll	\$1,213.30				
05/12/2023	0	0	0	Ed Tech III - Title I		Payroll	\$1,213.30				
05/12/2023	0	0	0	Ed Tech Teach Sub Hourly		Payroll	\$48.20				
05/12/2023	0	0	0	Ed Tech Teach Sub Hourly		Payroll	\$39.16				
05/12/2023	0	0	0	Ed Tech III - Title I		Payroll	\$1,213.30				

2310 - Tier III Planning

Fiscal Year: 2023-2024

☐ Subtotal by Collapse Mask

☐ Include pre encumbrance

☒ Print accounts with zero balance

☒ Filter Encumbrance Detail by Date Range

☐ Exclude Inactive Accounts with zero balance

From Date: 10/1/2023

To Date: 10/31/2023

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
2310 0000 2210 51010 190 23 000	TEACHER SALARIES	\$6,782.00	\$262.75	\$5,462.75	\$1,319.25	\$0.00	\$1,319.25	19.45%
2310 0000 2210 51020 190 23 000	WAGES ED TECH MCSS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2310 0000 2210 52120 190 23 000	SOCIAL SECURITY/MEDICARE - PRO	\$1,532.15	\$4.44	\$79.81	\$1,452.34	\$0.00	\$1,452.34	94.79%
2310 0000 2210 52220 190 23 000	FICAMED ED TECH MCSS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2310 0000 2210 52310 190 23 000	ME STATE RETIREMENT	\$0.00	\$43.71	\$976.63	(\$976.63)	\$0.00	(\$976.63)	0.00%
2310 0000 2210 52320 190 23 000	MAINEPERS ED TECH MCSS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2310 0000 2210 52610 190 23 000	Unemployment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2310 0000 2210 52620 190 23 000	UNEMPLOYMENT ED TECH MCSS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2310 0000 2210 52710 190 23 000	WORKER COMPENSATION PAID FOR I	\$0.00	\$1.00	\$20.28	(\$20.28)	\$0.00	(\$20.28)	0.00%
2310 0000 2210 52720 190 23 000	WORKERS COMP ED TECH MCSS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2310 0000 2210 53000 190 23 000	PURCHASED SERVICES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
2310 0000 2210 53300 190 23 000	STAFF DEVELOPMENT	\$6,753.83	\$0.00	\$0.00	\$6,753.83	\$0.00	\$6,753.83	100.00%
2310 0000 2210 55800 190 23 000	TRAVEL	\$0.00	\$0.00	\$393.79	(\$393.79)	\$0.00	(\$393.79)	0.00%
2310 0000 2210 55810 190 23 000	TRAVEL CONFERENCES	\$5,371.80	\$0.00	\$5,369.60	\$2.20	\$0.00	\$435.00	100.00%
2310 0000 2210 56000 190 23 000	SUPPLIES	\$435.00	\$0.00	\$0.00	\$435.00	\$0.00	\$435.00	100.00%
		\$20,874.78	\$311.90	\$12,302.86	\$8,571.92	\$0.00	\$8,571.92	41.06%
Grand Total:		\$20,874.78	\$311.90	\$12,302.86	\$8,571.92	\$0.00	\$8,571.92	41.06%

End of Report

Travel Reimbursement

- Written Travel Reimbursement Policy
- After the fact
- Travel insurance is not an eligible expense
- Itemized receipts
 - Meals
 - Airfare
 - Lodging
 - Mileage
 - Parking

Travel Costs



LONGHORN STEAKHOUSE
12 Stephen King Drive
Augusta, ME 04330
207-622-5700

Check #: 57856

Table 53
Jessica D
07:08 PM 08/09/2023
Transaction #: 1658527398

AID: A0000000031010
TC: 405E3D6C482519F4
App Name/Label: VISA CREDIT
Card Verification: Fail CVM Processing
Tran DataSource: Chip

ID # 6772 57577 5434

* Survey - Chance to win one of *
* five \$100 gift cards *
* each month. *
* Visit LONGHORNSURVEY.COM and *
* enter the ID # above *
* NO PURCHASE NECESSARY. Void where *
* prohibited: See Official Rules at *
* LONGHORNSURVEY.COM *
* Disponible en Español *

(OFFER EXPIRES Aug 16, 2023)

Card Number: xxxxxxxxxxxx5611 Auth Code: 054280
Visa

Check Amount 5.93

Gratuity Not Included. Suggested amounts are provided for your convenience.

Suggested gratuity is	22%	\$1.30
calculated after tax	20%	\$1.19
and before discounts	18%	\$1.07

Gratuity.....
Total....

X
Cardmember agrees to pay total in accordance with agreement governing use of such card.

KUME SUSHI & BACHI STEAKHOUSE
19 STEPHEN KING DR #1
AUGUSTA, ME 04330
207-623-8888

08/07/2023 20:22:24
Merchant ID: *****7893
Device ID: 1468
Terminal ID: PP01.

Credit Sale:

Transaction #: 8
Card Type: MasterCard
Account: *****2572
Entry: Chip

Amount: \$28.08
TIP: \$ 7.92
Total: \$ 36.00

STAN: 008
Auth. Code: 794359
Batch Number: 3
Response: AUTH/TXT
TRANS ID: MDSY4VZV40R07
PROCESS AS: CREDIT

Mode: Issuer
AID: A0000000041010
TVR: 0000008000
LID: 01146070012200009037000000000000
OUFF

TSI: E800
ARC: 00
ATC: AEB610DE744898E3
ATC: 0036
APPLAB: Mastercard Debit

- FANSTORE COPY

Tuition Reimbursement

- All must fall within the period of performance
 - Registration
 - Dates of attendance/course dates
 - Reimbursement request for the student
 - Reimbursement for the school district must be submitted after course completion
- Tuition reimbursement is a defined benefit in the teachers' and/or principals' contract
- All the SAU's state and local funds allocated for this purpose must be exhausted prior to using federal funds

ESEA Invoice Red Flags

- **Food**
 - Meals for family engagement
 - Light refreshments
- **Gift Cards**
 - Allowable expenditures without itemized receipts
- **Extra Travel Fees**
 - Travel Insurance
 - Recovery or booking fees
- **Late Fees**



ESEA Equitable Services

- Reimbursement for Equitable Services
 - Public SAU must maintain control of federal funds (ESEA section 8501(d)(1))
 - A payment should never be made directly to the non-public
 - Payment can be made directly to the private school staff member
 - Reasonable and necessary
 - Time spent outside of their regular employment hours
- [Equitable Services Non-Regulatory Guidelines 2023](#)

Splitting Invoices between Grants

- Between two grant years if expenses are:
 - allocable to **both** grant year applications for the same grant
 - Obligated, incurred, and expensed within the **period of performance** for **both** grant years
- Trial balances need to prove the split for both invoices
- **Salaries and benefits** need to be split **proportionately**
 - You cannot invoice for just salaries under FY24 and benefits under FY25 for the same service period

Splitting Invoices between Grants

- Invoices should be for the exact same service period
 - **Example:** An FY23 invoice is submitted for a service period of 4/1/24-6/30/24. The SAU's FY23 award does not have enough funds available to cover the entire service period. The expenses meet all the above criteria to be billed against FY24. The invoice for FY24 funds must have the same service period 4/1/24-6/30/24.

2300-1100-1000-52120-950-00		IA - Ed Tech Hhh. Ins.	Expense		789.76	0.00	0.00	0.00	789.76
2300-1100-1000-52110-950-00		IA - Teacher Fed. Ret.	Expense		9,170.88	3,439.08	0.00	3,439.08	12,609.96
Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit Amount	Credit Amount		
01/01/2025	31327	PR Employee Check	98430	266	Chk # 98430-Perry, Moira A.	505.59	0.00		
01/03/2025	31327	PR Employee Check	98532	232	Chk # 98532-YOUNG, TINA M.	640.77	0.00		FY2025
01/17/2025	31402	PR Employee Check	98811	266	Chk # 98811-Perry, Moira A.	505.59	0.00		
01/17/2025	31402	PR Employee Check	98912	232	Chk # 98912-YOUNG, TINA M.	640.77	0.00		
01/31/2025	31489	PR Employee Check	99199	266	Chk # 99199-Perry, Moira A.	505.59	0.00		
01/31/2025	31489	PR Employee Check	99299	232	Chk # 99299-YOUNG, TINA M.	640.77	0.00		
Account 2300-1100-1000-52310-950-00 Totals:						\$3,439.08	\$8.00		
2300-1100-1000-52120-950-00		IA - Ed Tech Fed. Ret.	Expense		1,125.75	0.00	0.00	0.00	1,125.75
2300-1100-1000-55350-010-92		IA - Classroom internet subscription	Expense		42,790.70	1,018.75	0.00	1,018.75	43,809.45
Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit Amount	Credit Amount		
01/31/2025	31499	Voucher	SS24601	1617	1617-DXL Learning	1,018.75	0.00		FY2024
Account 2300-1100-1000-55350-010-92 Totals:						\$1,018.75	\$8.00		
2300-1100-1000-56100-010-00		IA - Instructional supplies	Expense		68.16	0.00	0.00	0.00	68.16
2300-1100-1000-56100-010-92		IA - Instructional supplies Carryover	Expense		68,278.34	711.49	149.00	582.49	68,860.83
Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference	Debit Amount	Credit Amount		
01/17/2025	31409	Vendor Credit Memo	1PQY-F9Q0-63C106		106-Amazon	0.00	FY2023 34.62		
01/17/2025	31409	Vendor Credit Memo	1Q9R-FRW11-6106		106-Amazon	0.00	FY2023 11.34		
01/17/2025	31409	Vendor Credit Memo	1RCV-GN9H-Q0106		106-Amazon	0.00	FY2023 25.00		
01/17/2025	31409	Voucher	11TT-CRW3-49106		106-Amazon	78.64	reclassified 0.00		
01/17/2025	31409	Voucher	1K3Y-V1T7-666106		106-Amazon	81.59	FY2023 0.00		
01/17/2025	31409	Voucher	1MPN-3RWX-P4106		106-Amazon	190.83	FY2023 0.00		

Account Number	Description				Class	Beginning Balance	Total Debits	Total Credits	Net Change	Ending Balance	
Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference		Debit Amount	Credit Amount			
01/17/2025	31402	PR Employee Check	98570	749	Chk # 98570-BAILLARGEON, MARIE M		0.35	0.00			
01/31/2025	31489	PR Employee Check	98953	749	Chk # 98953-BAILLARGEON, MARIE M		0.40	0.00			
Account 2300-4400-1000-52615-010-92 Totals:							\$8.75	\$8.00			
2300-4400-1000-52625-010-92					PFMLA Instr Aides Benefit	Expense	0.00	1.35	0.00	1.35	1.35
Posting Date	Batch #	Document Type	Document #	Doc. Code	Reference		Debit Amount	Credit Amount			
01/17/2025	31402	PR Employee Check	98598	1050	Chk # 98598-BLUMENSCHEN II, GEOR		0.26	0.00	FY2024		
01/17/2025	31402	PR Employee Check	98769	779	Chk # 98769-MCALPINE, MEGAN R.		0.23	0.00			
01/17/2025	31402	PR Employee Check	98879	1016	Chk # 98879-VELLEUX, NICOLE		0.14	0.00			
01/31/2025	31489	PR Employee Check	98981	1050	Chk # 98981-BLUMENSCHEN II, GEOR		0.43	0.00			
01/31/2025	31489	PR Employee Check	99156	779	Chk # 99156-MCALPINE, MEGAN R.		0.20	0.00			
01/31/2025	31489	PR Employee Check	99267	1016	Chk # 99267-VELLEUX, NICOLE		0.09	0.00			
Account 2300-4400-1000-52625-010-92 Totals:							\$1.35	\$8.00			
Report Totals:						\$218,783.86	\$38,219.02	\$149.00	\$38,070.02	\$256,853.88	
FY2025 = \$30,185.91											
FY2024 = \$ 7,301.62											
FY2023 = \$ 582.49											

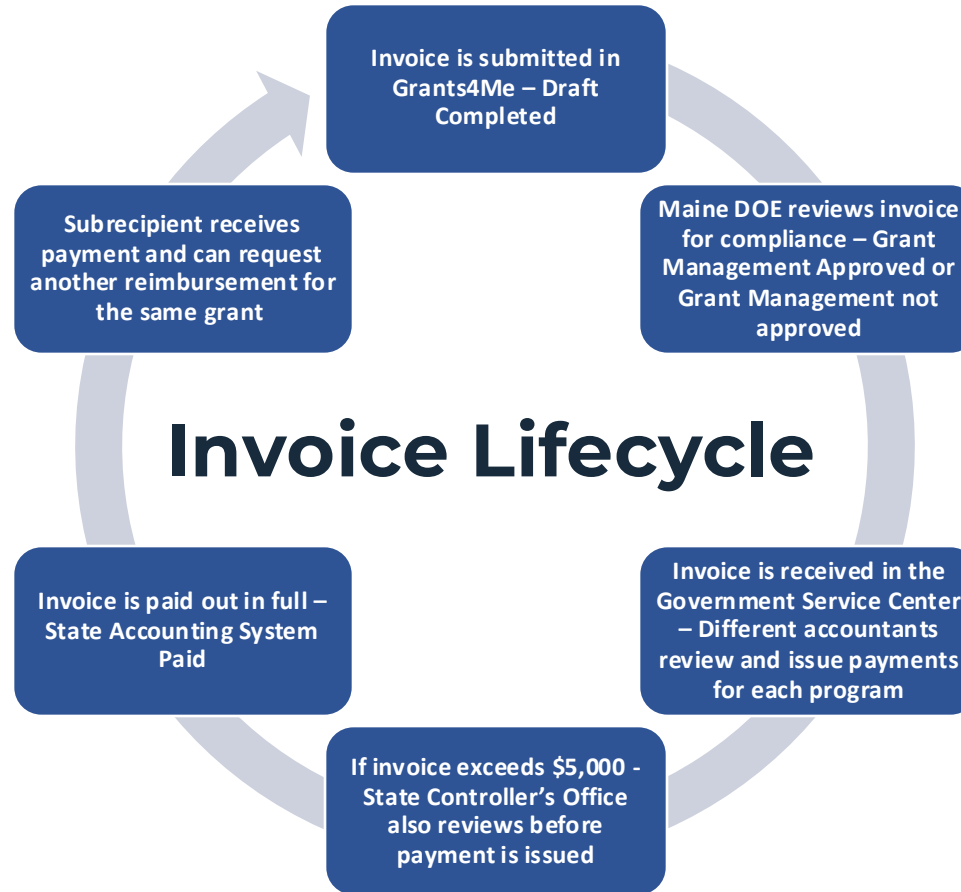
24 Accounts Listed.

24 Accounts Listed.

Account Number	Description	Class	Beginning Balance	Total Debits	Total Credits	Net Change	FY24	FY25
2300-0000-2219-560000-955	Instructional Supplies	Expense	833.41	0.00	0.00	0.00		
2300-0000-2219-564000-955	Books	Expense	300.00	0.00	0.00	0.00		
2300-0000-2240-532000-010	Purchased Professional Services	Expense	500.00	0.00	0.00	0.00		
2300-0000-2240-532000-030	Purchased Professional Services	Expense	4,137.50	0.00	0.00	0.00		
2300-1100-0000-445170-900	NCLB Title I - Disadvantaged	Revenue	(121,204.43)	0.00	0.00	0.00		
2300-1100-1000-510100-031	Salary - Teachers	Expense	91,812.79	16,702.34	0.00	16,702.34		
2300-1100-1000-510200-010	TIA E/T Allon	Expense	11,476.95	2,116.02	0.00	2,116.02		
2300-1100-1000-510200-030	Salaries - Ed Tech's - OTES	Expense	6,437.82	0.00	0.00	0.00		
2300-1100-1000-510200-031	Salary - Ed Techs	Expense	28,105.16	5,568.28	0.00	5,568.28		
2300-1100-1000-510200-032	Salary - Ed Techs	Expense	99	0.00	0.00	0.00		
2300-1100-1000-520100-011	Benefits - Teachers	Expense	90	0.00	0.00	0.00		
2300-1100-1000-520100-021	Benefits - Teachers	Expense	1,556.54	0.00	0.00	0.00		
2300-1100-1000-520100-031	Benefits - Teachers	Expense	21,878.05	3,124.88	0.00	3,124.88		
2300-1100-1000-520200-010	Benefits - TIA E/T Allon	Expense	800.90	0.00	0.00	0.00	800.90	
2300-1100-1000-520200-030	Benefits - Ed Tech's - OTES	Expense	00	0.00	0.00	0.00		
2300-1100-1000-520200-031	Benefits - Ed Techs	Expense	14	0.00	0.00	0.00		
2300-1100-1000-520200-032	Benefits - Ed Techs	Expense	50	0.00	0.00	0.00		
2300-1100-1000-523100-031	Retirement - Teachers	Expense	38	0.00	0.00	0.00		
2300-1100-1000-523200-010	Retirement - Ed Tech	Expense	37	0.00	0.00	0.00		
2300-1100-1000-523200-030	Retirement - Ed Tech's - OTES	Expense	00	0.00	0.00	0.00		
2300-1100-1000-523200-031	Retirement - Ed Techs	Expense	20	0.00	0.00	0.00		
2300-1100-1000-523200-032	Retirement - Ed Techs	Expense	9,504.37	1,879.03	0.00	1,879.03		
2300-1100-1000-558000-020	Employee Travel - not including Prof. De	Expense	157.50	0.00	0.00	0.00		
2300-1100-1000-558100-020	Employee Travel for Prof. Dev.	Expense	0.00	38.85	0.00	38.85		
2300-1100-1000-561000-010	Instructional Supplies	Expense	94.80	0.00	0.00	0.00		
2300-1100-1000-561000-030	Instructional Supplies	Expense	4,008.42	0.00	0.00	0.00		
2300-1100-1000-564000-030	Textbooks	Expense	286.00	0.00	0.00	0.00		
2300-1100-1000-564000-031	Textbooks	Expense	114.92	0.00	0.00	0.00		
2300-1121-1000-510200-020	Salary - Ed Techs	Expense	5,974.07	2,268.64	0.00	2,268.64		
2300-1121-1000-520200-020	Benefits - Ed Techs	Expense	2,434.53	815.45	0.00	815.45		
2300-1121-1000-523200-020	Retirement - Ed Techs	Expense	1,347.74	511.80	0.00	511.80		
Report Totals:			\$179,997.43	\$51,756.87	\$0.00	\$51,756.87	\$231,754.30	
2/27/2025 9:31:32AM			Page 1 of 1					
							1000 4,394.06 9,599.21	
							2000 2,605.52 14,120.13	
							5000 38.85	
							7,029.03	44,727.84
								51,756.87

Contracted Services

- SAU's Written Procurement Procedures, 2 CFR 200.318 (a)
 - Reasonable and necessary
 - Conflict of Interest
 - Competition
 - Procurement Methods
- Services must be obligated, provided, and invoiced within the period of performance for the grant



Important Dates to Remember

August 1st

ESEA Consolidated Application is due

September 30th

Last day to expense funds for a grant ending 9/30 with a liquidation period of 10/1 - 12/15

November 1st

ESEA Performance Report is due report expenses through 9/30
(First 15 months of the grant)

Wrap up with HOT TOPICS

- Period of Performance for a grant
- Substantial Approval
- Application Budget
- Reimbursements for expenses
 - Summer Accruals
 - **Cannot be reimbursed using current-year funds**
 - Summer accruals cannot be split between two grant years
- Travel
 - Written Travel Reimbursement Policy or [gsa.gov](https://www.gsa.gov)
- Equitable Services
- Gift Cards
- Food



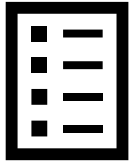
Questions



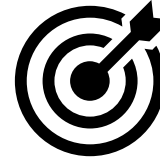
Lunch – 45 minutes

Afternoon Breakout Sessions

A. ESEA Allowability



B. Data & Goal Setting



C. Schoolwide Plans & Flexibility



D. Fiscal Challenge



Reflection & Share Out



- **Reflection Questions**

- What is your biggest takeaway from today's training?
- What is one new connection your made today?
- What is one thing you would like to learn more about?

Exit Survey

We value your feedback

Please take a few minutes to complete a brief survey on today's training using the URL or QR code provided

<https://forms.office.com/g/xR5ik41Wxn>

Exit Survey and Feedback: ESEA
Regional Training







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