



Organization: 19 Region XIX ESC
 Campus/Site: N/A
 Vendor ID: 1741588856

County District: 071950
 ESC Region: 19
 School Year: 2023-2024

SAS#: SUPPAB24

2023-2024 SP Supports 3: Title III Engagement: Empowering Families of EB Students

**General Information
 GS2000 - Certify and Submit**

Due: 10/23/2023 05:00 PM
 Application Status: Submitted

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	10/08/2023 11:52 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	10/08/2023 11:53 AM
PS3014 - Program Narrative	*	Complete	10/12/2023 10:55 AM
PS3400 - Equitable Access and Participation	*	Complete	10/08/2023 11:54 AM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	10/08/2023 11:55 AM
BS6101 - Payroll Costs	*	Complete	10/08/2023 11:56 AM
BS6201 - Professional and Contracted Services	*	Complete	10/08/2023 12:00 PM
BS6401 - Other Operating Costs	*	Complete	10/08/2023 12:01 PM
BS6501 - Debt Services	*	Complete	10/08/2023 12:05 PM
BS6601 - Capital Outlay	*	Complete	10/08/2023 12:09 PM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	10/08/2023 12:09 PM

Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

Select Contact: or

First Name: Sonia Initial: Last Name: Eubank Title: Associate Executive Director
 Phone: 915-780-6571 Ext: E-Mail: seubank@esc19.net

Submitter Information

First Name: Sonia Last Name: Eubank
 Approval ID: sonia.eubank Submit Date and Time: 10/12/2023 05:03:48 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: 19 Region XIX ESC		
Mailing Address Line 1: 6611 Boeing Drive		
Mailing Address Line 2:		
City: El Paso	State: TX	Zip Code: 79925-null

B. Unique Entity Identifier (SAM)
UEI (SAM): YWFFUSMU1RC1

Part 2: Applicant Contacts

A. Primary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Angelica	Initial:	Last Name: Haro				
Title: Director						
Telephone: 915-780-6505	Ext.:	E-Mail: aharo@esc19.net				

B. Secondary Contact			Select Contact:	Select One	or	Add New Contact
First Name: Jose	Initial:	Last Name: Velazquez				
Title: Director Academic Instruction & School						
Telephone: 915-780-6516	Ext.:	E-Mail: javelazquez@esc19.net				



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General Information GS2300 - Negotiation Comments and Confirmation

Part 1: General Comments

General Comments (TEA Use Only)

Part 2: Negotiation Items

This schedule is for TEA to document any required changes and communications to the applicant in the event this application requires negotiation. It will also require applicants to acknowledge that they have made the changes requested.

Applicants: For all negotiation notes below, please make the requested changes in the grant application itself.

- Please do check the "Change Completed" box.
- Please do not enter information in the "Grantee Comments" section, unless you are specifically instructed to do so.

Negotiation Items	
1.	<div style="display: flex; justify-content: space-between;"> <div>Date: <input type="text"/></div> <div>Schedule: Select One ▼</div> </div> <div style="border: 1px solid black; padding: 5px;"> <p>TEA Negotiation Note:</p> <div style="border: 1px solid black; height: 50px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="border: 1px solid black; padding: 5px;"> <p>Grantee Comments:</p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></div> </div> <div> <input type="checkbox"/> LEA Completed Change </div> </div>

Add Row

Delete Row



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Program Description PS3013 - Program Plan

A. Statutory/Program Assurances

1. The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances. Selecting all assurances is required.

- The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 SP Support 3: Title III Engagement: Empowering Families of EB Students Program Guidelines.
- The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 SP Support 3: Title III Engagement: Empowering Families of EB Students Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
- The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 Texas Administrative Code (TAC) 206, 1 TAC Chapter 213, Federal Section 508 standards, and the Web Content Accessibility Guidelines (WCAG) 2.0 level AA.



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2023-2024 SP Supports 3: Title III Engagement: Empowering Families of EB Students

Program Description PS3014 - Program Narrative

Please include complete responses for each question below.

A. Summary of Program

1. Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

ESCR19 is dedicated to promoting educational equity and ensuring that all students have access to high-quality education. Our mission as it pertains to the Empowering Families of EB Students grant is to empower the families of EBs to help their children achieve academic excellence, linguistic proficiency, and socio-cultural competence, fostering a sense of belonging and inclusion within the educational system through outreach, training, and support for families and community stakeholders. Our organization recognizes several specific needs related to EB families within our community. Parent and Community Engagement: Engaging EB families and the broader community is essential for fostering a supportive educational environment. Limited English Proficiency: Many EBs face language barriers that hinder their academic progress and social integration. Cultural Sensitivity: Schools often struggle to create inclusive environments that respect and celebrate the diverse backgrounds of EBs and their families. Access to Support Services: EB families need tailored support services, including language accommodations and socio-emotional support. Our grant-funded program aims to: Facilitate parent and community engagement in EB education. Promote cultural sensitivity and inclusion within school communities. Provide EB families with access to comprehensive support services. Creative inclusive systems of support for EB family empowerment throughout the state.

B. Qualifications and Experience for Key Personnel

1. Outline the required qualifications and experience for primary project personnel to be involved in the implementation and delivery of the program.

ESCR19 is qualified as an organization to take on this strategic work. The ESC has been successfully working with the third cycle of the grant for Certification Prep: Serving Emergent Bilingual (EB) Students. We serve an area of the state where EB students are successful in completing coursework, performance on standardized testing, high direct to college enrollment, persistence while in college, and ready to undertake careers in an evolving post-pandemic environment. The personnel and collaboration between departments at ESCR19 is strong. Academic, Instruction, & School Support (AISS) together with Technology Services have worked together to build capacity for instructional, grant management, media services, and accessibility staff. We consistently work on several grants simultaneously fulfilling and exceed grant deliverables producing materials and training that are being used statewide across Texas. Staff working to serve EBs has undertaken Bilingual Certification for themselves to ensure that the materials and training produced are effective and aimed at supporting and producing the most bilingual educators as possible. The ESC staff has a drive, passion, and experience for this work in helping to empower families and ignite communities. EB families can thrive with the right supports, and ESCR19 is vested in working with families at all levels to effectively serve the needs of students. ESCR19 employs staff that is fully bilingual.

C. Goals, Objectives and Strategies

1. Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

The major goals and objectives of the program are the following: Goal 1: Enhance EB academic success- objectives: Improve EB students' academic performance, language proficiency, and overall learning outcomes. Increase EB students' access to high-quality educational resources and support; Goal 2: strengthen family-school partnerships- objectives: Promote a culture of trust, respect, and collaboration between families and school staff. Increase the involvement of EB families in school activities, decision-making, and their children's education; Goal 3: empower EB families- objectives: Provide EB families with the knowledge and tools to support their children's learning at home. Enhance ELBparents' ability to advocate for their children's educational needs; Goal 4: promote cultural understanding- objectives: Foster cultural competence and awareness among school staff to better serve the diverse needs of EB families. Encourage cross-cultural communication and appreciation within the school community; Goal 5: ensure equitable access- objectives: Eliminate barriers that may prevent EB families from accessing essential school resources and services. Reduce disparities in educational outcomes between EB students and their peers.

2. Describe examples of statewide trainings and resources the initiative could provide to LEAs across the state.

A statewide initiative aimed at supporting EBs and their families can provide a range of trainings and resources to Local Education Agencies (LEAs) across the state. These offerings are designed to enhance the capacity of educators, administrators, and families to better serve EB students. Examples include the following: Parent Workshops: Workshops designed for EB parents to help them understand the U.S. education system, navigate school-related resources, and support their children's learning at home. Home Literacy Programs: Resources and strategies for promoting literacy and language development at home, including reading programs and vocabulary-building activities. Language Support Workshops: Training sessions for parents to improve their own English language skills, which can enhance their ability to communicate with school staff and support their children's learning. Parent Advocacy Training: Workshops that empower parents with the knowledge and skills to advocate for their children's educational needs within the school system. Training materials and resources can all be tailored in support of these workshops as well as online resources for the modern parent through a statewide website hub for bilingual parental resources and information that can include locally available, statewide, national, and international resources.



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Program Description PS3014 - Program Narrative

D. Performance and Evaluation Measures

1. Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

Performance measures help educators, administrators, policymakers, and researchers understand how well the program is serving the families of EB students. These include: Attendance and Engagement: Regular attendance and active engagement of students with EB in school. Tools: Attendance records, teacher observations, and student self-reports. Academic Progress: Improvement in academic performance and achievement of EB students. Tools: Standardized test scores, report cards, and teacher assessments. Social and Emotional Well-being: Enhanced social and emotional well-being of students with EB. Tools: Surveys, counselor assessments, and behavior tracking. Family Involvement: Increased participation and involvement of families in their child's education and support. Tools: Surveys, attendance records for parent-teacher meetings, and family involvement plans. Health and Medical Monitoring: Maintenance of students' health and medical needs. Tools: Health records, nurse reports, and family feedback. Access to Support Services: Access to and utilization of support services, therapies, and resources. Tools: Service utilization logs, feedback from service. Graduation and Transition Success: Successful transition of students with EB from one grade level to another or into post-secondary education or employment. providers, and family surveys. To ensure the effectiveness of the program, continuous monitoring and meetings will ensure refinement and continuous improvement of processes.

E. Budget Narrative

1. Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

The budget has been carefully designed to ensure that we have qualified personnel to effectively implement and deliver the program. This includes salaries and benefits for key roles in professional and support positions. We leverage existing resources and hire additional staff as needed. These individuals will be responsible for delivering high-quality support services, technical assistance, providing socio-emotional support, conducting cultural competency training, and engaging with parents and the community. To meet the program's outreach needs, a significant portion of the budget is allocated to supplies and materials. This includes textbooks, software, licenses, classroom supplies, cultural competency training materials, and resources for community engagement events. These materials are essential for creating a conducive learning environment and promoting cultural sensitivity. The travel budget is set aside to build statewide capacity with other ESCs, districts, and campuses, while facilitating community outreach and engagement efforts. Funds have been allocated for program evaluation and reporting. This will ensure that we have the necessary resources to measure the program's effectiveness, collect data on student outcomes, and assess the impact of grant funds will be primarily allocated as follows: Parent and community engagement services: 50%; outreach, instruction, and support: 20%; cultural competency training: 20%; program evaluation and reporting: 10%.

2. Please continue the budget narrative response here if needed. Please enter N/A if the additional space is not needed.

We understand that the needs of the program may evolve over time, and adjustments may be necessary to meet emerging needs and challenges. Therefore, as allowable, funds will be moved between fund lines in the budget to address unforeseen circumstances or new opportunities. Adjustments to the budget will be made based on ongoing assessment, feedback from stakeholders, and changes in program requirements. We are committed to ensuring that the program remains flexible and responsive to the needs of EB families and the community. Our program and budget directly align with our mission at ESCR19 as a statewide resource for EB educators, students, and families. The budget reflects fund allocation that is sustainable throughout the duration of the grant and builds on systems that are already in place at ESCR19 through the certification prep grant development and work.



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Program Description PS3014 - Program Narrative

F. Statutory/Program Requirements

1. Explain your philosophy of empowering families of EB students that will impact students' academic and social/emotional/mental well-being to all levels of educators who serve emergent bilingual students.

ESCR19 philosophy of Empowering families of EB students is a fundamental component of ensuring the academic, social, emotional, and mental well-being of these students. Our philosophy is embraced and communicated across all levels of educators who serve EB students, from teachers to administrators, and forms the foundation of their approach to education. Components of our philosophy include: cultural competence and sensitivity, open and inclusive communication, bilingual and multilingual approaches, collaborative decision-making, culturally responsive curriculum, support for language development, parent education and outreach, mental health and well-being, inclusive school communities, access to community resources, ongoing feedback and evaluation, professional development, and advocacy. The philosophy of empowering families of EB students is grounded in collaboration, cultural understanding, and inclusivity. It acknowledges that parents and guardians play a vital role in their children's educational journey and well-being. By working together with families, educators can create an educational environment that is supportive, culturally responsive, and effective in nurturing the academic, social, emotional, and mental well-being of EB students. This philosophy should be at the core of all educational practices serving emergent bilingual students.

2. Describe your plan of how you intend to formalize systems of collaboration between all stakeholders to ensure all sizes of school systems are equipped with resource tools and guidance needed to meet the varies needs of families of EB students.

Formalizing systems of collaboration at ESCR19 to drive the intended deliverables of this grant involves establishing structured processes, protocols, and frameworks to enhance teamwork, communication, and coordination within an organization or among multiple entities. This will take place via the following steps: Identify the purpose and goals- clearly define the purpose and objectives of the collaboration. Having a shared vision is essential. Selection of the right key personnel: Identify the individuals, teams, or organizations that will participate in the collaboration. Ensure that they have the expertise and resources necessary to contribute effectively. Establish leadership and roles: Leadership roles and responsibilities will be assigned within the collaboration. We will clearly define who will lead, facilitate, and manage various aspects of the collaboration. Create a collaborative governance structure: Develop a formal governance structure that outlines decision-making processes, authority, and accountability within the collaboration such as a steering committee. Develop clear communication channels: We will establish communication protocols to ensure effective information sharing by determining how and when communication will occur, including regular meetings, email updates, and collaboration tools. Expectations and guidelines will be set by creating a formal collaboration agreement or memorandum of understanding (MOU) that outlines roles and responsibilities.

3. Describe your plan to develop a management system that includes recording technical assistance provided, track participation and completion of training opportunities, and how feedback will be collected and implemented to continuously improve our professional development tools.

In order to ensure fiscal responsibility, ESCR19 will evaluate the tools that it already employs as a management system to record technical assistance and systems of support for EB families and other measures to track participation. In the event that we do not have the right tools necessary for this endeavor, the following steps will be taken to evaluate and choose the right software or tool. Selection of a management system: We will choose an appropriate management system or software that aligns with the goals of the program. Customization of the system: Customization of the system will take place to meet the specific needs of the program. Data Security and Privacy: We will implement robust data security measures to protect sensitive information and ensure compliance with data privacy regulations, especially if dealing with personal data. User Training: We will provide training to all system users on how to use the management system effectively. We will record technical assistance via data entry, documentation, and regular updates. Training participation and completion will be tracked via training registration, attendance tracking, and progress monitoring. Feedback will be collected for continuous improvement through the development of feedback forms and surveys. Engagement strategies will be developed to ensure communication of evaluation findings and reporting.

4. Explain your plan to develop an effective process to market the professional development resource tools and to disseminate information to school systems across the state regarding the purpose, how to access, and what can be expected from the resource tools.

Developing an effective process to market family and parent bilingual resource tools and dissemination of information to school systems across the state is crucial for ensuring that educators are aware of and can access these valuable resources. The first step will be to analyze the target audience to include parents, families, the community, and educators. Resource tool development will be created via a variety of formats such as webinars, online courses, downloadable guides, and interactive modules, to cater to diverse learning preferences. ESCR19 will also develop a marketing plan to include messaging and branding. We will leverage multiple channels by using a mix of marketing channels, including social media, email marketing, website promotion, direct mail, and conferences, to reach our target audiences. ESCR19 will partner with educational organizations to amplify your reach and credibility. Influencer Engagement: We will identify educational influencers or experts who can endorse and promote the resource tools within the education community. Content Marketing: ESCR19 will develop and share informative content related to the resource tools through blogs, articles, videos, and webinars to establish ESCR19 and this Program as a thought leader. Our goal is to also eventually gather testimonials and case studies. Support for our stakeholders, evaluation, and continuous improvement are integral parts of the success of an effective plan to market these PD tools.



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Program Description PS3014 - Program Narrative



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Program Description PS3400 - Equitable Access and Participation

Part 1: Equitable Access and Participation

Help

Indicate below whether any barriers exist to equitable access and participation for any groups that receive services funded by this grant.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by any grant within this application.
- Barriers exist to equitable access and participation for the following groups receiving services funded by any grant within this application, as described below.

Barriers

Group	Description
1. <input type="text" value="Select One"/>	

Add Line

Remove Line



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**Program Budget
 BS6001 - Program Budget Summary and Support**

Statutory Authority: Public Elementary and Secondary Education Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA), Title III, Part A

Part 1: Available Funding

[View List of SSA Members](#)

Available Funding	
Description	SP Supports 3
1. Fund/SSA Code	263
2. Planning Amount	
3. Final Amount	\$250,000
4. Carryover	
5. Reallocation	
Total Funds Available	\$250,000

Part 2: Budget Summary

A. Budgeted Costs		
Description	Class/ Object Code	SP Supports 3
1. Consolidated Administrative Funds		<input type="radio"/> Yes <input type="radio"/> No
2. Payroll Costs	6100	\$110,000
3. Professional and Contracted Services	6200	\$35,000
4. Supplies and Material	6300	\$30,303
5. Other Operating Costs	6400	\$30,000
6. Debt Services	6500	
7. Capital Outlay	6600	\$30,000
8. Operating Transfers Out	8911	
Total Direct Costs		\$235,303
9. Indirect Costs		\$14,697
Total Budgeted Costs		\$250,000
Total Funds Available Minus Total Costs		\$0
10. Payments to Member Districts of SSA	6493	

B. Pre-Award Costs

Part 2B Pre-Award Costs is hidden because it does not apply to the funding source(s) for this grant application.

C. Breakout of Direct Admin Costs

Part 2C Breakout of Direct Admin Costs is hidden because it does not apply to the funding source(s) for this grant application.



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Program Budget BS6101 - Payroll Costs

Part 1: Total Payroll Costs

Payroll costs entered on BS6001	
Total Payroll Costs	SP Supports 3
	\$110,000

Part 2: Number and Type of Positions

A. Administrative Support or Clerical Staff	
Position Type	SP Supports 3
1. Administrative support or clerical staff (integral to program)	30000

B. LEA Positions	
Position Type	SP Supports 3
1. Professional staff	<input checked="" type="checkbox"/>
2. Paraprofessionals	<input checked="" type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input checked="" type="checkbox"/>

C. Campus Positions	
Position Type	SP Supports 3
1. Professional staff	<input type="checkbox"/>
2. Paraprofessionals	<input type="checkbox"/>
3. Administrative support or clerical staff (paid by LEA indirect cost)	<input type="checkbox"/>

Part 3: Substitute, Extra-Duty, Benefits

Substitute, Extra-Duty, Benefits	
1. For schoolwide personnel (includes staff salary, extra-duty pay/beyond normal hours, and substitutes for staff positions at schoolwide campuses)	<input type="checkbox"/>
2. Extra duty pay/beyond normal hours for positions not indicated above	<input type="checkbox"/>
3. Substitutes for public and charter school teachers not indicated above	<input type="checkbox"/>
4. Stipends for positions not indicated above	<input type="checkbox"/>

Part 4: Confirmation of Payroll Requirements

Confirmation of Payroll Requirements	
1. <input checked="" type="checkbox"/> The grantee certifies the federally funded portion of this position and duties are reasonable, necessary, allowable and allocable under the applicable federal fund source. The grantee further certifies that it is in compliance with the federal supplement, not supplant provision applicable to each federal fund source. The grantee assures the grant-funded portion of this position and duties meet the purpose, goals, and objectives of the federal fund source. Documentation must be maintained locally by the grantee that clearly demonstrates the allowable and supplemental nature of the position, as required by each federal fund source, and will provide such documentation to TEA upon request.	



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**Program Budget
 BS6201 - Professional and Contracted Services**

Part 1: Professional and Contracted Services

Budgeted Costs		
Description	Class/Object Code	SP Supports 3
1. Rental or Lease of Buildings, Space in Buildings, or Land	6269	\$10,000
2. Consulting Services	6219 6239 6291	\$12,000
Subtotal Professional and Contracted Services Costs		\$22,000
Remaining 6200 Costs That Do Not Require Specific Approval		\$13,000
Total Professional and Contracted Services Costs		\$35,000

Part 2: Direct Administrative Costs

Part 2 Breakout of Direct Administrative Costs is hidden because it does not apply to the funding source(s) for this grant application.

Part 3: Itemized Professional and Consulting Services

Itemized Professional and Consulting Service (6219, 6239, 6291)	
Description	SP Supports 3
1. Service: <input type="text" value="External consulta"/>	\$12,000
Specify Purpose: <input type="text" value="Funds are allocated to support the grant and grantee in providing professional development and technical assistance"/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
Total Professional and Consulting Services Costs	\$12,000



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**Program Budget
 BS6401 - Other Operating Costs**

Part 1: Other Operating Costs

Budgeted Costs		
Description	Class/ Object Code	SP Supports 3
1. Out-of-State Travel for Employees LEA must keep documentation locally.	6411	\$10,000
2. Travel for Students to Conferences (does not include field trips) Requires pre-authorization in writing.	6412	
3. Educational Field Trips LEA must keep documentation locally.	6412 6494	
4. Stipends for Non-employees other than those included in 6419 Requires pre-authorization in writing.	6413	
5. Travel Costs for Officials such as Executive Director, Superintendent, or Board Members Allowable only when such costs are directly related to the grant. If Out-of-State Travel, LEA must keep documentation locally.	6411 6419	
6. Non-Employee Costs for Conference Requires pre-authorization in writing.	6419	
7. Hosting Conferences for Non-Employees LEA must keep documentation locally.	64xx	
Subtotal Other Operating Costs		\$10,000
Remaining 6400 Costs That Do Not Require Specific Approval		\$20,000
Total Other Operating Costs		\$30,000

Part 2: Direct Administrative Costs

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**Program Budget
 BS6501 - Debt Services**

Part 1: Subscription-Based Information Technology Arrangement (SBITA) and Capital Lease Liability Costs

Budgeted Costs		
Description	Class/ Object Code	SP Supports 3
1. SBITA Liability - Principal	6514	
2. SBITA Liability - Interest	6526	
3. Capital Lease Liability - Principal	6512	
4. Capital Lease Liability - Interest	6522	
5. Interest on Debt	6523	
Total Debt Service Costs		

Part 2: Description of SBITA

Subscription

1. SBITA Description:

Subscription Cost:

Fund Source: Contract Start Date: Contract End Date:

Part 3: Description of Property

Property

1. Property Description:

Property Value:

Fund Source: Contract Start Date: Contract End Date:



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2023-2024 SP Supports 3: Title III Engagement: Empowering Families of EB Students

**Program Budget
 BS6601 - Capital Outlay**

Part 1: Capital Expenditures

Budgeted Costs	
Description	SP Supports 3
1. Library Books and Media (Capitalized and Controlled by Library)	
2. Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value for Useful Life (not ordinary repairs and maintenance)	
3. Furniture, Equipment, Vehicles or Software Costs for Items in Part 2	\$30,000
Total Capital Outlay Costs	\$30,000

Part 2: Furniture, Equipment, Vehicles or Software

Items	
<input type="checkbox"/> 1. Generic Description: <input type="text" value="Server"/>	Number of Units: <input type="text" value="1"/>
Fund Source: <input type="text" value="SP Supports 3"/>	Total Costs: <input type="text" value="\$10,000"/>
Describe how the item will be used to accomplish the objective of the program: <input type="text" value="Server space support for documentation and deliverables required by grant"/>	
<input type="checkbox"/> 2. Generic Description: <input type="text" value="Recording equipment"/>	Number of Units: <input type="text" value="2"/>
Fund Source: <input type="text" value="SP Supports 3"/>	Total Costs: <input type="text" value="\$10,000"/>
Describe how the item will be used to accomplish the objective of the program: <input type="text" value="Recording equipment to be used for marketing and program outreach purposes"/>	
<input type="checkbox"/> 3. Generic Description: <input type="text" value="Software licenses"/>	Number of Units: <input type="text" value="12"/>
Fund Source: <input type="text" value="SP Supports 3"/>	Total Costs: <input type="text" value="\$10,000"/>
Describe how the item will be used to accomplish the objective of the program: <input type="text" value="Software licenses to support professional development and technical assistance delivery of services"/>	



Organization: 19 Region XIX ESC
Campus/Site: N/A
Vendor ID: 1741588856

County District: 071950
ESC Region: 19
School Year: 2023-2024

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Provisions Assurances CS7000 - Provisions, Assurances and Certifications

Provisions, Assurances and Certifications	
1. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General and Fiscal Guidelines.	General and Fiscal Guidelines
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	Program Guidelines
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	General Provisions and Assurances
4. <input checked="" type="checkbox"/> I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements. I certify I am not debarred or suspended.	Debarment and Suspension Certification
5. Choose the appropriate response for Lobbying Certification:	
a. <input checked="" type="checkbox"/> I certify this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.	Lobbying Certification
b. <input type="checkbox"/> This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.	
Instructions for completing and attaching the Disclosure of Lobbying Activities form. <ul style="list-style-type: none"> • Print and sign the form. • Scan the signed form and save it to your desktop. • Click the Attach Files icon on the Table of Contents page to attach your signed form to this eGrants application. 	
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	Program-Specific Provisions and Assurances

SSA Funding Report

Region	County District	Organization	ADC Submitted Date														
				R:	R:	R:	R:	R:	R:	R:							
Total:				R:	\$0	R:	\$0	R:	\$0	R:	\$0	R:	\$0	R:	\$0	R:	\$0