



Organization: 20 Region XX ESC
 Campus/Site: N/A
 Vendor ID: 1741587461

County District: 015950
 ESC Region: 20
 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: Received

Amendment #: 00
 Version #: 01

Description	Required	Status	Last Update
General Information			
GS2100 - Applicant Information	*	Complete	10/19/2023 08:44 AM
GS2300 - Negotiation Comments and Confirmation		New	
Program Description			
PS3013 - Program Plan	*	Complete	10/19/2023 08:45 AM
PS3014 - Program Narrative	*	Complete	10/19/2023 08:49 AM
PS3400 - Equitable Access and Participation	*	Complete	10/19/2023 08:49 AM
Program Budget			
BS6001 - Program Budget Summary and Support	*	Complete	10/19/2023 08:52 AM
BS6101 - Payroll Costs	*	Complete	10/19/2023 09:00 AM
BS6201 - Professional and Contracted Services	*	Complete	10/19/2023 09:38 AM
BS6401 - Other Operating Costs	*	Complete	10/19/2023 09:01 AM
BS6501 - Debt Services	*	Complete	10/19/2023 09:00 AM
BS6601 - Capital Outlay	*	Complete	10/19/2023 09:01 AM
Provisions Assurances and Certifications			
CS7000 - Provisions, Assurances and Certifications	*	Complete	10/19/2023 08:57 AM

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: Jeff Initial: Last Name: Goldhorn Title: Executive Director
 Phone: 210-370-5600 Ext: E-Mail: jeff.goldhorn@esc20.net

Submitter Information

First Name: Jeff Last Name: Goldhorn
 Approval ID: jeff.goldhorn Submit Date and Time: 10/19/2023 03:21:51 PM



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**General Information
 GS2100 - Applicant Information**

Part 1: Organization Information

A. Applicant		
Organization Name: 20 Region XX ESC		
Mailing Address Line 1: 1314 Hines Ave		
Mailing Address Line 2:		
City: San Antonio	State: TX	Zip Code: 78208-null

B. Unique Entity Identifier (SAM)
UEI (SAM): JNV3BK8MKLE5

Part 2: Applicant Contacts

A. Primary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Tracy	Initial: D	Last Name: Shamon			
Title: Coordinator III					
Telephone: 210-370-5695	Ext.:	E-Mail: tracy.shamon@esc20.net			

B. Secondary Contact		Select Contact:	Select One	or	Add New Contact
First Name: Yvette	Initial:	Last Name: Gomez			
Title: Component Director					
Telephone: 210-370-5420	Ext.:	E-Mail: yvette.gomez@esc20.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: <input type="text" value="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="border: 1px solid black; padding: 5px;"> <p>Grantee Comments: <input type="checkbox"/> LEA Completed Change</p> <div style="background-color: #cccccc; border: 1px solid black; height: 50px;"></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.

The FSLI team is a project management team that supports federal grants and state contracts for Texas. We believe in making a difference by building trust, continuously growing, and holding ourselves and each other accountable to make it remarkable. Our success depends on working collaboratively using each other's strengths while remaining flexible. ESC-20 will implement a program to assist the TEA EB Support Division in providing LEAs with supplemental supports. Our program will include, but not limited to the following:
Develop and implement a marketing plan for targeted audiences that increase awareness and usage of engagement resources and tools while increasing subscribers to the TXEL Portal at each event or conference.
Prepare and offer various virtual trainings to Texas school systems by collaborating with TEA to determine the best time that works for LEAs and parents.
Develop content and structure to highlight innovative engagement activities that will be hosted on a subpage on the TXEL Portal. ESC-20 will serve as the point-of-contact for disseminating information and providing technical assistance, including guidance, troubleshooting, and best practices to LEAs and ESCs.
Maintain and enhance existing resources by utilizing the Plan, Do, Study, Act model for continuous improvement.
Attend TEA required meeting(s) and/or trainings and conferences to stay informed and apply new knowledge to the grant objectives and milestones, as applicable.

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.

ESC-20 will have onsite staff and off-site contracted individuals to support when needed. The FSLI Team members who will be supporting this grant will consist of the following:
Project Manager (Existing): Experience in organizing, developing, and delivering virtual statewide PD events; developing interactive web-based modules and videos; ensuring websites, resources and tools are current and compliant; analyzing analytics and reporting data. Bilingual/ESL certified, served as the LPAC Coordinator and Dept. Head of Special Programs.
Specialists (Existing): Experience in assisting the creation of a variety of resources and tools for parents and families of EB students; support in creating and/or delivering PD opportunities for adult learners in face-to-face and virtual settings.
Technical Specialists (Existing): Knowledge of 508 accessibility and experience in remediating documents across various platforms.
Translators/Interpreters and Content Reviewers (Existing)
Leadership (Existing): Coordinator has worked with the FSLI Team since 2019 and Component Director since 2010. Both have experience leading statewide initiatives to include budget oversight, development and overseeing of tools and resources developed with TEA.
Resources the FSLI Team has developed and/or assisted with include: TEALearn Courses, TXEL Portal, Title III Engagement Course, LPAC Modules, TXESLPrep Course, CBLI, TxEDLIF Documents, ELs with Multi Needs site, Title III Series, and TXELead App.



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Program Description PS3014 - Program Narrative

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?

Major goals/objectives of the program ESC-20 will implement include the hosting of parent, family, and community engagement events to effectively demonstrate the proper implementation of Title III, Part A engagement activities as well as synchronous and asynchronous training and courses of resources and tools that will increase the overall effectiveness of parent and family engagement, provide supports for educators serving the families of emergent bilingual students which will lead to increased achievement outcomes for emergent bilingual students.

Activities/strategies we will implement include:

Weekly meetings to discuss progress of each milestone, review data collected for the previous week on all resources, and identify any areas of concern;
Maintaining milestone tracking of the completion of work deliverables and adjusting timelines as needed;
Communicating with TEA regularly regarding progress of the work, questions, challenges and potential solutions through the TEA Shared To Do and Grant Meetings;
Convening stakeholders to solicit feedback on resources and tools as well as identify potential new resources;
Conducting an internal review process at the completion of each milestone to identify successes as well as any areas of improvement; and
Surveying internal and external contractors to evaluate the development process and revise the process if needed.

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

Examples of resources and statewide trainings to LEAs across the state that ESC-20 would offer are:
Monthly statewide virtual trainings to Texas school systems on Title III, Part A engagement requirements;
Navigating TXEL.org engagement resources
Engagement Planning Tool
Innovative engagement activities
Offer free statewide virtual trainings to Texas school systems on the effectiveness of the TEA developed Emergent Bilingual Family Empowerment Toolkit;
Community Survey & Asset Mapping
Outreach Strategies
Engagement Strategies
Methods of Evaluation & Execution Plans
Create TEALearn courses to support educators in effectively implementing and using the Emergent Bilingual Family Empowerment Toolkit.
Present at in-state conferences, at the request of TEA, to increase awareness of the importance of empowering families of emergent bilingual students and how to meet Title III engagement requirements through intentional practices.
Review, maintain, and update the Title III Engagement course hosted on TEALearn.

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.

As with our current Title III grants, performance measures for this program will include:
Action Plan: Completion of the TEA-provided Action Plan for this grant, addressing ESC-20 processes for establishing timelines, research and planning, assurances of completion, and reflection of implementation. The Action Plan will be aligned to the project objectives and strategies. Milestone dates will be carefully tracked using our project management tool, and input will be provided to the TEA ahead of time if for some reason a project is not on track. Clear and consistent communication is critical to program success.
Monthly Performance Report: Completion and submission of the monthly performance report that reflects the previous month's activities.
Final Report: Completion and submission of the final summary report at the end of the grant period.
Throughout the development process, the development team will utilize the Plan, Do, Study, Act model for continuous improvement to refine and enhance each tool and resource, to ensure each one meets the intended outcomes and objectives set by the Agency.
In addition, each resource, virtual training, and tool developed will have metrics captured as evidence of client use, participation, completion, audience types, etc. Analysis of this data will be used to identify targeted needs across geographical areas in Texas and to determine whether the resource, virtual training, or tool had the intended impact on the targeted audience.



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Program Description PS3014 - Program Narrative

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.

When we propose a budget to meet the needs and goals of a program associated with a federally funded grant, we consider that our internal team is composed of highly qualified exempt and non-exempt staff, each of whom has the skills and experience to support the work.

Because we would be able to leverage the funding received for this grant with funding received for 4 other grants we support for the TEA, we would be able to allocate a percentage of seven on-site team members to support the grant milestones. Leveraging funds also allows us to minimize the costs any one grant must be charged in order to provide the supplies, materials, and technology resources to staff members.

For fiscal year 2023-24, our FSLI team will receive \$1.75 million in funding to support the EB Support Division and the Migrant Education Program Team at the TEA. Each grant has its own unique requirements and milestones to be met, and has required us to work closely with the respective TEA teams to adjust budgeted amounts for specific tasks, when necessary, to meet new or revised needs.

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

For this grant funded at \$250,000, ESC-20 would allocate the funds accordingly:

Billable Hours - \$197,869 (79.15% of budget) to pay for seven on-site team members' time and effort.

Indirect Cost - \$19,195 (7.678% of budget)

Misc Contracted Services - \$26,936 (10.77% of budget) for subscriptions, website and/or module development, and any outside consultants or vendors that might be needed for the virtual trainings and technical assistance.

Supplies - \$1,000 (.4% of budget) for marketing materials and/or other needs to support the grant.

Travel - \$5,000 (2% of budget) for staff to attend and/or present at in-state conferences at the request of TEA.



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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.

In recognizing that a student's linguistic and cultural background is an asset, not a deficit, we strive to create tools, PD, and resources that foster an inclusive environment where families are partners in their child's education. Active participation from parents strengthens academic achievement and nurtures social/emotional/mental well-being. Our philosophy of empowering families is a multi-faceted approach:
End-User Focus: At every stage of development, we consider the impact on the EB students, their families, and the educators and leaders who serve them to ensure that our efforts resonate with the needs of our learners.
Delivery Method: We understand that how information is delivered is as crucial as the content itself. When developing new materials, we evaluate various delivery methods while ensuring that accessibility, engagement, and course effectiveness provide a seamless learning experience.
Data-Driven Decisions: Before developing new tools or enhancing existing resources, we scrutinize available data. This data-driven approach ensures that our resources are not only needed but also align with the evolving requirements of our end users.
Research-Based Content: We firmly believe that quality resources are rooted in rigorous research. Our sources encompass peer-reviewed articles, literature reviews, trusted online educational resources, and data provided by state and federal departments of education.

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.

Our plan for formalizing systems of collaboration between all stakeholders is comprehensive and designed to cater to a wide range of special populations and sizes of school systems. We understand that EB students may also belong to other special populations, and thus, our materials and trainings should be developed with this perspective in mind. We intend to create a structured system of collaboration by:
Determining Collaboration Necessity: The first step in our work plan for any tool or resource development is to determine whether collaboration with other stakeholders is necessary.
Engaging Contacts: In cases where collaboration is necessary, we proactively reach out to the designated collaborator and review the project's work plan and jointly decide what support is needed.
Discussing Process and Format: Collaborative efforts need a clear framework. We share the process and format for providing feedback and content with the collaborator.
Providing Timelines: A copy of the work plan and timeline, explicitly highlighting the collaboration step, are shared with the collaborator allowing both parties to ensure that the timeline aligns with their capabilities.
Maintaining Communication: Effective communication is a key factor in any collaboration. We maintain open and transparent communication with the collaborator, keeping them informed about any delays or changes to the project.

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.

Our plan to develop a management system is based on our commitment to enhancing the quality and effectiveness of resources. Most of our projects involve elements that necessitate close tracking of data and we aim to create feedback loops that facilitates responsiveness to the needs of our end-users while maintaining accountability and alignment with TEA requirements. This approach helps us deliver the highest quality resources and support to our end users.
Recording Technical Assistance: When projects involve a technical assistance component, we maintain a comprehensive record that includes documenting the nature of the assistance, individuals or entities involved, date and time, and any relevant details. This documentation is linked on a shared document with TEA to ensure transparency and accountability.
Tracking User Participation: We use a systematic approach for projects that require participation and completion catered to the specific needs of TEA and ensure that it is disaggregated before sending it for review. Implications of the data are discussed at check-in meetings and next steps are suggested to improve the product or user experience.
Feedback Collection and Implementation: We check for usability and feedback from stakeholders and report that data and recommendations for improvement to TEA. This allows us to make informed decisions on how to improve the resource, enhancing its accessibility, promoting it effectively, or aligning it with the user's needs.

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.

To effectively promote virtual trainings, PD, and resource tools along with disseminating information across the state, a comprehensive marketing plan is essential. This plan will involve identifying targeted audiences, implementing strategies to raise awareness of TXEL.org engagement resources, and highlighting how these resources will support school systems in improving outcomes for EB students and their families.
Identifying Targeted Audiences: The marketing plan will identify key stakeholders and will pinpoint community leaders and organizations that play a vital role in supporting the diverse needs of these students.
Increasing Awareness of Engagement Resources: Strategies will be implemented to boost awareness of the TXEL.org resources, such as hosting webinars, distributing informative newsletters, and creating social media campaigns. These efforts will emphasize the user-friendly interface and the diverse range of tools available to support PD.
Outlining Support for School Systems: The plan will outline how these resources support specific needs of school systems and how they can effectively improve outcomes for EB bilingual students and their families and aligning with Title III requirements and offer guidance for implementation.
Attending and Presenting at In-State Conferences: Participating in conferences within the state will serve as valuable platforms to highlight the importance of empowering families of EB students and meeting Title III engagement requirements.



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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	
3. Professional and Contracted Services	6200	\$224,805
4. Supplies and Material	6300	\$1,000
5. Other Operating Costs	6400	\$5,000
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
Total Direct Costs		\$230,805
9. Indirect Costs		\$19,195
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

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)	

B. LEA 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"/>

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 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	
2. Professional and Consulting Services	6219 6239 6291	\$224,805
Subtotal Professional and Contracted Services Costs		\$224,805
Remaining 6200 Costs That Do Not Require Specific Approval		
Total Professional and Contracted Services Costs		\$224,805

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="Billable Hours"/>	\$197,869	
Specify Purpose: <input type="text" value="ESC-20 staff time and effort"/>		
2. Service: <input type="text" value="Misc Contracted \$"/>	\$26,936	
Specify Purpose: <input type="text" value="For subscriptions, website and/or module development, and any outside consultants or vendors needed for virtual trainings"/>		
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>		
Total Professional and Consulting Services Costs	\$224,805	



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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	
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		
Remaining 6400 Costs That Do Not Require Specific Approval		\$5,000
Total Other Operating Costs		\$5,000

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:



Organization: 20 Region XX ESC
 Campus/Site: N/A
 Vendor ID: 1741587461

County District: 015950
 ESC Region: 20
 School Year: 2023-2024

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**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	
Total Capital Outlay Costs	

Part 2: Furniture, Equipment, Vehicles or Software

Items

1. Generic Description: Number of Units:

Fund Source: Total Costs:

Describe how the item will be used to accomplish the objective of the program:



Organization: 20 Region XX ESC
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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