



**Organization:** 18 Region XVIII ESC  
**Campus/Site:** N/A  
**Vendor ID:** 1751247814

**County District:** 165950  
**ESC Region:** 18  
**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
<b>General Information</b>			
GS2100 - Applicant Information	*	Complete	10/10/2023 09:59 AM
GS2300 - Negotiation Comments and Confirmation		New	
<b>Program Description</b>			
PS3013 - Program Plan	*	Complete	10/10/2023 10:43 AM
PS3014 - Program Narrative	*	Complete	10/12/2023 09:22 AM
PS3400 - Equitable Access and Participation	*	Complete	10/12/2023 07:39 AM
<b>Program Budget</b>			
BS6001 - Program Budget Summary and Support	*	Complete	10/12/2023 07:41 AM
BS6101 - Payroll Costs	*	Complete	10/12/2023 07:41 AM
BS6201 - Professional and Contracted Services	*	Complete	10/12/2023 09:25 AM
BS6401 - Other Operating Costs	*	Complete	10/12/2023 07:44 AM
BS6501 - Debt Services	*	Complete	10/12/2023 07:45 AM
BS6601 - Capital Outlay	*	Complete	10/12/2023 07:45 AM
<b>Provisions Assurances and Certifications</b>			
CS7000 - Provisions, Assurances and Certifications	*	Complete	10/12/2023 09:26 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: Dewitt      Initial:      Last Name: Smith      Title: Executive Director

Phone: 432-567-3210      Ext:      E-Mail: dsmith@esc18.net

#### Submitter Information

First Name: DeWitt      Last Name: Smith

Approval ID: dewitt.smith      Submit Date and Time: 10/12/2023 10:34:03 AM



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

**General Information  
 GS2100 - Applicant Information**

**Part 1: Organization Information**

A. Applicant		
Organization Name: 18 Region XVIII ESC		
Mailing Address Line 1: P. O. Box 60580		
Mailing Address Line 2:		
City: Midland	State: TX	Zip Code: 79711-null

B. Unique Entity Identifier (SAM)
UEI (SAM): REE9JFEJK163

**Part 2: Applicant Contacts**

A. Primary Contact			Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Linda	Initial:	Last Name: Jolly				
Title: Deputy Director of Federal Programs						
Telephone: 432-561-4305	Ext.:	E-Mail: ljolly@esc18.net				

B. Secondary Contact			Select Contact:	<input type="text" value="Select One"/>	or	<input type="button" value="Add New Contact"/>
First Name: Amanda	Initial: A	Last Name: Magallan				
Title: Chief Federal Programs Officer						
Telephone: 432-561-4308	Ext.:	E-Mail: amanda.magallan@esc18.net				



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

#### 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: <span>Select One ▼</span></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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## 2023-2024 SP Supports 3: Title III Engagement: Empowering Families of EB Students

### 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.

As with other students, family engagement is essential to Emergent Bilingual (EB)/EL (English Learners) success. Engaging EL families can only work if all community members (including administrators, staff, parents, and students) are committed to the broader mission. Engaged EL parents possess depths of dedication and wisdom regarding their children that will take your breath away. They have so much to offer — if the community is ready to embrace them and listen to what they say. This is where Region 18 ESC has accepted the challenge and is prepared to change the conversation from “What can they learn from us?” to “What can we learn from each other?” Parent engagement begins with the parents. Parent energy drives effort. This approach is what Region 18 does. Region 18 ESC partners with schools to assist them, whereas EL parents can shape activities and programs that help their families. The more invested parents are in being involved, the more they can see those efforts succeed. Region 18 ESC work with Emergent Bilingual families is organized around six major themes:

1. Connecting with EL families
2. Communicating Important Information
3. Parent Participation
4. Parents as Leaders
5. Community Partnerships
6. Creating an Action Plan (that involves campus personnel and parents)

#### 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.

The Region 18 ESC team comprises three individuals with forty-five years of bilingual/ESL experience. They have managed day-to-day operations and have substantial practical experience in managing large and complex projects. They have good knowledge and handling of project and program management and techniques, an understanding of the program’s objectives, strong leadership skills, and excellent communication skills. The team believes in and values building a program to support emergent bilingual students and their families, beginning with valuing children’s home culture, targeted training for educators, administrators, teachers, parents, and the community, using specific teaching strategies to help children be successful, and making critical personal contacts and relationships with emergent bilingual student’s parents.



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

### 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?

**Goals and Objectives**

- To support children’s use of their home language and cultures and to value their linguistic and cultural diversity as an asset.
- To make school-to-home communication accessible through translations and give parents or other caregivers a voice in decision-making.
- To provide the resources needed to support learning in the home, such as bilingual books, games, targeted tips, high-impact strategies, and activities.
- To involve family and community members in the classroom and school activities, such as reading, singing, or sharing cultural traditions in the home language.
- To collaborate with families and community to create a welcoming and inclusive environment for emergent bilinguals and their families.
- To inform families about the benefits of bilingual education, the policies and programs for emergent bilinguals, and the best practices for supporting their children’s academic and linguistic development.

**Strategies/Activities:**

- Activities for parents to learn and use in supporting learning at home.
- Building on parent strengths – involve parents in participating in school events and leading some projects that will assist in learning more about the school and the parent’s cultural history.
- Utilizing parents to reinforce classroom instruction (content-specific and supported by parent education and training), connecting their personal experiences with their child’s learning.
- School-home communication (i.e., attendance, progress reports, grades)

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

Provide a series of events that offer valuable information to parents, families, and community members of emergent bilingual students from experts in the field. The events can be conducted virtually over Zoom and are presented in English with interpreters for other languages. The topics would include parent engagement, family engagement, and community engagement. Provide guidance and knowledge of the TXLEad App- an app for leaders that allows administrators and educators to have access to essential documents related to emergent bilingual students at their fingertips. The app includes resources such as the ELPS Toolkit, the ELPS Flip Book, the LPAC framework, and the EL Support Guide. Provide webinars that provide guidance and updates on various topics related to emergent bilingual students, such as identification and placement, program models, assessments accountability, funding, and professional development.

#### 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.

Examples of performance measurements that will be used as related to student outcomes for the program are:

- The number and percentage of emergent bilingual students who attain proficiency in English and their native language.
- The number and percentage of emergent bilingual students who meet or exceed state standards in core subjects such as math, science, reading, and writing.
- The number and percentage of emergent bilingual students who graduate from high school and enroll in college or career pathways.
- The number and percentage of emergent bilingual students who report positive attitudes and behaviors towards learning, school, and themselves.
- The number and percentage of parents of emergent bilingual students involved in their children’s education and school activities.
- The number and percentage of teachers and staff who receive professional development and support on emergent bilingual education practices and strategies.

These performance measures relate to student outcomes such as academic achievement, language development, social-emotional well-being, college and career readiness, and civic engagement. They are also consistent with the purpose of our program to provide equitable and quality education for emergent bilingual students and support to their parents.



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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.

Staff salaries - include the three consultants involved in planning, implementing, and evaluating the program. Training and Professional Development - the costs of providing initial and ongoing training for the staff and families participating in the program. The training will cover topics such as family engagement and empowerment principles, practical communication skills, cultural competence, data collection and analysis. The training will also involve external consultants who can provide specialized knowledge or guidance. Program Materials and Supplies - costs of purchasing or developing curriculum, handbooks, brochures, flyers, newsletters, and other materials that support the program goals and activities. The materials and supplies will be culturally responsive, accessible, and user-friendly for the staff and the families. Travel - includes the costs of staff and families for their travel expenses related to the program, such as mileage. The travel costs will be reasonable and aligned with program policies and procedures. Evaluation and Quality improvement - costs of conducting evaluation and quality improvement activities to measure the effectiveness and impact of the program. Activities include collecting, analyzing, and reporting data on the program outcomes, processes, fidelity, satisfaction, and feedback. This might require software tools to assist with data management and visualization.

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

As with any budget, reviews will be conducted thoroughly and regularly identify areas of improvement. It will assist us to help to identify issues early on before they become larger challenges. We conduct our budget review meeting monthly.



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

### 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.

Our philosophy of empowering families of EB students is to use family-centered practice. This is the belief that families are pivotal in the lives of children and should be empowered to engage in decision-making for them. It impacts student achievement and social/emotional/mental well-being by enhancing self-efficacy - the ability and confidence to support their student's learning and development; it promotes family empowerment by enabling families to have greater control over their lives and the resources they need. Family empowerment can increase family advocacy, participation, and leadership in educational settings and improve family outcomes such as income, health, and quality of life. Addresses family challenges, a barrier of difficulties families face in supporting their student's learning and development. Challenges include language and cultural differences, lack of information and access, low expectations and stereotypes, and discrimination and marginalization. Educators will need to adopt some fundamental principles and practices: recognizing and respecting the diversity and strengths of each family, building trust and collaborative relationships with families, communicating openly and frequently with families, sharing information and decision-making with families, and supporting families to access resources and networks within the community, and encouraging families to participate in educational activities.

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.

The stakeholder collaboration approach involves identifying the goals, benefits, and steps of working with stakeholders, such as community members, internal school staff, and external partners. This approach can help create a shared vision, align resources, exchange ideas, and improve outcomes for the school and families. Expanding the concept of the school to include community, building relationships with community leaders, inviting community members to the school, getting students out into the community, and creating a culture of mutual respect and trust. It will help foster a stronger network of support and learning for the school and families of EB students. Provide strategies and resources for engaging stakeholders in a trauma-informed and positive behavioral way. This helps address the social-emotional and mental health needs of the school and families of EB students.

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.

Region 18 ESC has a management system in place. The system includes recording technical assistance of our services and support. It also enables us to track participants and the completion of training opportunities provided through this program. Feedback will be collected, reviewed, and used as a tool for improvement in the areas identified through the feedback. The information is a way of planning, organizing, delivering, and evaluating the learning and development activities Region 18 ESC is providing to our participants through the program.

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.

This will be a new venture for us in marketing, but we are up to the task. First, we must identify the markets we will enter - statewide. We will analyze the size, potential, competition, and school districts/school's needs. We must consider how to differentiate our resource tools from competitors and communicate our valued resource tools to our clients - the schools. We will clearly outline what each resource tool is responsible for achieving and establish a communication process that everyone should adhere to. We will develop a timeline for our market development activities and identify the key indicators that will be used to measure our progress with school districts/schools. Then, we start the marketing through several avenues of communication like emails, ZOOM, phone calls, and face-to-face meetings. Flyers and brochures will be used that provide information on our resource tools. After entering into this practice, we will analyze our strengths, weaknesses, opportunities, and any concerns. Based on this, we can identify the best practices and areas for improvement for future efforts.





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SAS#: SUPPAB24

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

### 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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County District: 165950  
 ESC Region: 18  
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SAS#: SUPPAB24

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

**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	
<b>Total Funds Available</b>	<b>\$250,000</b>

**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	\$195,000
4. Supplies and Material	6300	\$35,000
5. Other Operating Costs	6400	\$20,000
6. Debt Services	6500	
7. Capital Outlay	6600	
8. Operating Transfers Out	8911	
<b>Total Direct Costs</b>		<b>\$250,000</b>
9. Indirect Costs		
<b>Total Budgeted Costs</b>		<b>\$250,000</b>
<b>Total Funds Available Minus Total Costs</b>		<b>\$0</b>
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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SAS#: SUPPAB24

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

### 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. Consulting Services	6219 6239 6291	\$195,000
<b>Subtotal Professional and Contracted Services Costs</b>		\$195,000
<b>Remaining 6200 Costs That Do Not Require Specific Approval</b>		
<b>Total Professional and Contracted Services Costs</b>		\$195,000

**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="Consultants"/>	\$195,000
Specify Purpose: <input type="text" value="ESC Region 18 utilizes 6200 for payment of consultants. Three ESC consultants for the work, plus outside support."/>	
<input type="button" value="Add Item"/> <input type="button" value="Delete Item"/>	
<b>Total Professional and Consulting Services Costs</b>	\$195,000



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

**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	
<b>Total Debt Service Costs</b>		

**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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SAS#: SUPPAB24

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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	
<b>Total Capital Outlay Costs</b>	

**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:** 18 Region XVIII ESC  
**Campus/Site:** N/A  
**Vendor ID:** 1751247814

**County District:** 165950  
**ESC Region:** 18  
**School Year:** 2023-2024

SAS#: SUPPAB24

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

### 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.	<a href="#" style="background-color: #0056b3; color: white; padding: 5px 10px; border-radius: 5px; text-decoration: none;">General and Fiscal Guidelines</a>
2. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program Guidelines.	<a href="#" style="background-color: #0056b3; color: white; padding: 5px 10px; border-radius: 5px; text-decoration: none;">Program Guidelines</a>
3. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all General Provisions and Assurances requirements.	<a href="#" style="background-color: #0056b3; color: white; padding: 5px 10px; border-radius: 5px; text-decoration: none;">General Provisions and Assurances</a>
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.	<a href="#" style="background-color: #0056b3; color: white; padding: 5px 10px; border-radius: 5px; text-decoration: none;">Debarment and Suspension Certification</a>
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.	<a href="#" style="background-color: #0056b3; color: white; padding: 5px 10px; border-radius: 5px; text-decoration: none;">Lobbying Certification</a>
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 <a href="#">Disclosure of Lobbying Activities</a> form. <ul style="list-style-type: none"> <li>Print and sign the form.</li> <li>Scan the signed form and save it to your desktop.</li> <li>Click the <b>Attach Files</b> icon on the Table of Contents page to attach your signed form to this eGrants application.</li> </ul>	
6. <input checked="" type="checkbox"/> I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.	<a href="#" style="background-color: #0056b3; color: white; padding: 5px 10px; border-radius: 5px; text-decoration: none;">Program-Specific Provisions and Assurances</a>



# SSA Funding Report

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Region	County District	Organization	ADC Submitted Date								
				R:	R:	R:	R:	R:	R:	R:	
<b>Total:</b>				R:	\$0	R:	\$0	R:	\$0	R:	\$0