

Schedule Status: Complete

Discretionary Competitive

Application ID:0034450304130001



SAS#: SUPPAB24

**Organization:** 18 Region XVIII ESC

**Campus/Site:** N/A

**Vendor ID:** 1751247814

**County District:** 165950

**ESC Region:** 18

**School Year:** 2023-2024

## 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



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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





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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



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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)

Last Updated Date/Time



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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.

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

### Program Description PS3400 - Equitable Access and Participation



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**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**



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**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)	






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

**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**

Part 2 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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**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
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<b>Total Capital Outlay Costs</b>	



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