

Request for Application

# Program Guidelines

## 2025-2026 ESC Title III, Part A Basic Supports

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

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## Introduction to the Program Guidelines

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The Texas Education Agency (TEA) administers federal<sup>1</sup> and state grant awards to its subgrantees<sup>2</sup> to carry out a program. Such entities include primarily school systems (referred to as local educational agencies [LEAs] in statutes), including independent school districts and charter schools; education service centers (ESCs); and, to a lesser degree, institutions of higher education (IHEs), nonprofit organizations (NPOs), and other statutorily allowable organizations. The following Program Guidelines apply to all eligible subgrantees for the designated grant program.

The Program Guidelines, as part of the request for application (RFA), are to be used in conjunction with the [General and Fiscal Guidelines](#) and any application instructions or other RFA requirements, as listed for the grant on the [TEA Grant Opportunities](#) page. The Standard Application System (SAS) consists of Application Part 1 (PDF narrative schedules) and Application Part 2 (Excel budget schedules). An eligible applicant must submit both parts of the SAS to apply for funding, unless specifically delineated in these guidelines.

For applicants selected for funding, all guidelines and instructions will be incorporated by reference into the Notice of Grant Award (NOGA).

## Reference to the General and Fiscal Guidelines

The Program Guidelines provide information specifically relevant to this grant program. The [General and Fiscal Guidelines](#) provide information relevant to all TEA grant programs. Throughout the Program Guidelines, cross-references are given to applicable sections of the [General and Fiscal Guidelines](#). It is critical that you review all cross-referenced sections when preparing your application.

## Errata Notices

See the [General and Fiscal Guidelines](#), Errata Notices.

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<sup>1</sup> TEA is the grantee and pass-through entity for federal education funding awarded by the U.S. Department of Education (USDE). *Grantee* is defined as the legal entity to which a grant is awarded and that is accountable to the federal government for the use of the funds provided. The term “grantee” does not include any secondary recipients, such as subgrantees and contractors, that may receive funds from a grantee pursuant to a subgrant or contract. (34 CFR §77.1) *Pass-through entity* is defined as a recipient or subrecipient that provides a subaward to a subrecipient (including lower tier subrecipients) to carry out part of a federal program. (2 CFR §200.1)

<sup>2</sup> *Subgrantee* is defined by TEA to be the same as a *subrecipient*, which is defined in 2 CFR §200.1 as an entity that receives a subaward from a pass-through entity to carry out part of a federal award. The term does not include an individual that is a beneficiary or participant of the program. *Subgrantee* is defined in 34 CFR §77.1 as the legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided. For purposes of the request for application (RFA), TEA may use the terms *subgrantee*, *grantee*, *subrecipient*, and *applicant* synonymously.

## Contact for Clarifying Information

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### Grant Program Contact

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### Funding Contact

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## U.S. Department of Education and/or State Appropriations

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The following is provided in compliance with federal appropriations acts:

Category	Amount
Total funds available for this project	\$1,741,145
Percentage to be financed with federal funds	100%
Amount of federal funds	\$1,741,145
Percentage to be financed from nonfederal sources	0%
Amount of nonfederal funds	\$0

## Grant Timeline

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Due dates related to the grant, including reporting dates, are available in the Critical Events section listed on the [TEA Grant Opportunities](#) page. Grantees are responsible for regularly monitoring the webpage for updated grant information and for meeting all due dates and other grant requirements.

## Grant at a Glance

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This section provides detailed information about the grant program.

### Program Purpose, Goals, and Objectives

The purpose of Every Student Succeeds Act (ESSA), Title III English Language Acquisition (ELA) program is to provide technical assistance and professional development to school systems within the region that receive Title III funds to support activities to ensure that emergent bilingual students, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

### Eligible Applicants

See the [General and Fiscal Guidelines](#), Eligibility for Funding.

An eligibility list is posted by Regional Education Service Center (ESC) in the Application and Support Information section of the [TEA Grant Opportunities](#) page.

### Shared Services Arrangement

See the [General and Fiscal Guidelines](#), Shared Services Arrangements.

Shared services arrangements (SSAs) are not allowed.

### Cost Share or Matching Requirement

See the [General and Fiscal Guidelines](#), Cost Share/Match Requirement.

There is no cost share or matching requirement for this grant program.

### Supplement, Not Supplant

For supplement, not supplant guidance, see the Supplement, Not Supplant Handbook on the Department of Grant Compliance and Administration's [Training and Other Resources](#) page.

The supplement, not supplant provision does apply to this grant program.

### Limitation of Administrative Funds

See the [General and Fiscal Guidelines](#), Administrative Costs.

NOTE: Administrative funds include **both** direct administrative costs **and** allowable indirect costs.

## Direct Administrative Costs

TEA does not permit direct administrative costs for this grant program.

## Indirect Costs

For this federally funded grant, the grantee may claim a maximum for indirect costs equal to its current approved restricted indirect cost rate.

To calculate the maximum indirect costs that can be claimed for a grant, complete the [Maximum Indirect Costs Worksheet](#), located on the Grants Administration Division's [Grant Resources](#) page.

## Pre-Award Costs

See the [General and Fiscal Guidelines](#), Pre-Award Costs.

Pre-award costs are permitted, if requested, from September 01, 2025, to stamp-in date.

## Application Requirements and Assurances

This section identifies the types of requirements in which applicants must comply to be eligible for funding:

- Statutory requirements (requirements defined in the authorizing statute)
- TEA program requirements (requirements defined by TEA program staff)

### Statutory Requirements

See the [General and Fiscal Guidelines](#), Statutory Requirements.

Per Section 22.0834 of the Texas Education Code (TEC), any person offered employment by any entity that contracts with TEA or receives grant funds administered by TEA (i.e., a grantee or subgrantee) is subject to the fingerprinting requirement. TEA is prohibited from awarding grant funds to any entity, including nonprofit organizations, that fails to comply with this requirement. For details, refer to the [General and Fiscal Guidelines](#), Fingerprinting Requirement.

The following requirements are defined in the statute that authorizes this program. The applicant must comply with each of these requirements in the application to be considered for funding:

1. Provide technical assistance and other forms of assistance to eligible entities that are receiving subgrants from a state educational agency under P.L. 114-95, Section 3111[b][2][D], including assistance in the following:
  - a. Identifying and implementing effective language instruction educational programs and curricula for teaching English learners;
  - b. Helping English learners meet the same challenging State academic standards that all children are expected to meet;
  - c. Identifying or developing, and implementing measures of English proficiency; and
2. Strengthening and increasing parent, family, and community engagement in programs that serve English learners.

## TEA Program Requirements

See the [General and Fiscal Guidelines](#), TEA Program Requirements.

In addition to the statutory requirements, TEA has established the following program requirements. The applicant must comply with each of these requirements in the application to be considered for funding:

1. Designate one ESC staff member, as point-of-contact (POC), for the 2025-2026 grant period to participate (or designate a representative) in workgroups to coordinate services with the Emergent Bilingual Support Division, and/or other grant initiatives, as needed or when requested by TEA.
2. Update and submit the annual LEA contact spreadsheet (provided by TEA) by Wednesday, October 1, 2025, with point-of-contact (POC) for each independent and SSA member regional LEA.
3. Establish and maintain an action plan (provided by TEA) by October 1<sup>st</sup> addressing how the ESC will effectively implement the grant requirements by establishing processes for the following:
  - **Communication**
    - a. Identify and document the ESC's process for notifying school systems of guidance pertinent to emergent bilingual students, including immigrant students and their families.
    - b. Indicate how the ESC will support school systems through additional web-based resource tools (e.g., ESC program webpage, Livebinders, monthly newsletters) to access federal guidance and information.
    - c. Indicate how the program implementation cohort will be identified and invited to participate, how the cohort annual goal and appropriate milestones will be shared, and how participants will receive regular communication once the cohort is established.

- **Implementation**
    - a. Explain how the ESC will ensure the required grant requirements are offered to the most appropriate LEA staff based on the content delivered.
    - b. Establish timelines to offer the required grant requirements to school systems that will result in the greatest impact on academic and language proficiency outcomes for emergent bilingual students, including immigrant students.
    - c. Identify any areas of professional growth needed for the ESC program staff (e.g., ESSA application, allowable use of funds, EDGAR, validation process, etc.) to ensure school systems are receiving the most current guidance and information.
    - d. Establish a follow-up or ongoing coaching component to professional development sessions that focuses on academic achievement or language proficiency. A robust follow-up plan should include opportunities for attendees to share evidence of implementation, where applicable. This process of follow-up/ongoing coaching will support the ESC in its evaluation of the professional development session.
    - e. Establish timelines for the program implementation cohort to meet and complete activities toward the annual goal.
  - **Tracking**
    - a. Identify and document how the ESC will assure that 100% of school systems are made aware of TEA developed web-based resources through a form of communication (e.g., phone call, virtual meeting, email read receipt, etc.).
    - b. Identify an ongoing process by which the ESC will reach out to the school system program leads to offer continuous support and technical assistance, to increase the number of school systems successfully aware of federal requirements.
    - c. Create a system of progress monitoring for each participating school system based on the cohort's annual goal.
  - **Evaluation**
    - a. Explain how the ESC will evaluate the effectiveness of supports provided to school systems that lead to improving academic or language proficiency outcomes for emergent bilingual students, including immigrant students.
    - b. Determine the steps the ESC will take, if needed, in adjusting the delivery of guidance to increase effectiveness based on feedback from school systems.
    - c. Use data collected through progress monitoring, cohort meetings and activities to evaluate the effectiveness of the cohort in achieving the annual goal.
4. Identify 1 cohort of school systems who would benefit from targeted support related to TEA's program implementation tools in their local context. The cohort will have a unique annual goal and milestones. Cohorts may be:
- **People driven**, such as
    - New leadership (school system or campus level)
    - Effective program implementation for newcomers
    - Effective program implementation for dual-identified students

- **Data driven**, such as
    - School systems with accountability measures such as Closing the Gaps at or below a certain percentage
    - School systems participating in other agency initiatives such as ESF, EDF, TIL, etc.
    - School systems focusing on language progress based on TELPAS results
    - School systems participating in the 2025-26 BE self-assessment field test
  - **Content driven**, such as
    - School systems focusing on CBLI content, willing to apply agreed upon activities and provide feedback between cohort meetings
    - School systems focusing on the process of program implementation self-assessment
    - School systems implementing or preparing to implement a new program model
5. Co-present a 75-minute breakout session with a regional LEA at the 2026 Title III Symposium. This presentation will focus on innovation, progress, or growth in the LEA and highlight the way(s) in which the ongoing ESC/School systems partnership supported local change. The ESC will provide documentation of the progress of the requirement to TEA in quarterly performance reports. This presentation will showcase one of the following;
- **Effective Program Implementation:**
    - Initiation steps taken in transitioning programs (e.g., ESL to bilingual programs or expanding to more campuses, more grade levels)
    - Continuous improvement process
    - Ongoing progress monitoring, future goals
  - **Accountability Systems:**
    - Systems designed to sustain effective programming
    - Protocols to support EB students transitioning campuses
    - Local procedures to strengthen identification/reclassification
  - **Data-Driven Decision-Making:**
    - Staffing & recruitment
    - Expenditures based on needs assessment
    - Progress monitoring of language proficiency development and academic achievement
  - **Engagement:**
    - Innovative opportunities to engage families
    - Effective communication practices between school and home
    - Partnerships with community-based organizations
6. Increase awareness of the following interactive online resources accessible to campus and LEA-level administrators;

# Program Guidelines

- TXEL.org website with the goal of increasing regional subscribers
- TXELead App with the goal of increasing regional account users

**Note:** TEA will provide each ESC POC with baseline and quarterly data to track regional growth.

7. Maintain and/or update the ESC Title III and/or Bilingual/ESL Program web page to reflect current support for LEA Bilingual/ESL program implementation. In addition, the ESC POC will notify TEA if the ESC's program page has any URL changes, to prevent broken links in TXEL.org.
8. Attend and be active participants in all TEA meetings and/or conferences pertinent to grant requirements. The purpose of these events is to ensure effective communication between TEA and ESC staff to strengthen LEA supports that will increase academic and language proficiency outcomes for emergent bilingual and/or immigrant students. When scheduled, attend:
  - Professional development opportunities and meetings hosted by the Emergent Bilingual Support Division;
    - ESC/EB Support Division Meetings – Required
    - Communities of Practice – Optional
    - ESC Office Hours - Optional
  - Association of Compensatory Educators of Texas (ACET)
    - Fall – Optional
    - Spring - Required;
  - Program Monitoring;
    - Results-Driven Accountability (RDA) – Required
    - Bilingual Education (BE) Self-Assessment - Required
  - POC is required to be in-person for the following Title III Symposium activities (July 2026);
    - Title III ESC Networking Meeting
    - Title III Symposium; and
  - POC may elect to attend other related meetings and/or conferences, to fulfill the requirements of the 2025-2026 ESC Title III Basic Supports grant.
9. Assist the state in the execution of virtual Title III Engagement Series events, led by the Emergent Bilingual Support Division. The ESC POC is to assist an LEA in hosting a Watch Party for families of EB and/or immigrant students on the following dates;
  - Parent Event, September 24, 2025
  - Family Event, November 12, 2025
  - Community Event, January 28, 2026
10. Establish and facilitate monthly touchpoints with school systems. These events are intended to allow school systems (independent and SSA members) to interact with the most current programming and policy guidance from the Emergent Bilingual Support Division. Examples of monthly touchpoints include but are not limited to in-person/virtual meetings, office hours, and lunch & learn sessions.

**Note:** Email and newsletters are not examples of touchpoints as they are not interactive.

11. Provide continuous technical assistance and guidance to all regional school systems through in-person/virtual meetings, recorded webinars, guidance documents, and/or phone calls with the most current information related to the following:
  - Entrance and Exit Procedures of identified EB students
  - Program implementation resources
  - Content-based Language Instruction (CBLI)
  - ESSA Consolidated Federal Grant Application
  - ESSA Consolidated Compliance Reports
  - Annual Title III, Part A validation process
  - Allowable use of Title III, Part A funds
  - Supplement, Not Supplant
  - Examples of supplemental activities
  - Parent, family, and community engagement
  - Immigrant children and youth
  - Early childhood literacy
  - Private Non-Profit (PNP)
  - TXEL.org website and/or TXELead app
  - Progress monitoring of emergent bilingual and/or immigrant students
  - Results-Driven Accountability (RDA)
  - Bilingual Education (BE) Self-Assessment
12. The POC will submit quarterly performance reports (provided by TEA). The quarterly reports will;
  - Be submitted on the following dates:
    - Quarter 1 – November 28, 2025
    - Quarter 2 – February 27, 2026
    - Quarter 3 – May 29, 2026
    - Quarter 4 – August 31, 2026
  - List monthly touchpoint activities offered during the quarter to meet requirement #10
  - List any additional trainings and meetings offered during the quarter to school systems
  - List all technical assistance provided to school systems
  - List meetings, trainings and/or conferences the ESC attended to meet program requirements
  - Include a reflection on the progress of each program implementation cohort toward their annual goal
13. The POC will submit a summary report (provided by TEA) by August 31, 2026, for the 2025-2026 grant period.
14. The grant program will be funded by reimbursement once the NOGA has been issued and the grantee submits payment requests through the Expenditure Reporting (ER) system. See [Expenditure Reporting](#). The grantee is required to regularly request payment for allowable expenditures as grant program requirements are carried out.

## Program-Specific Assurances

See the [General and Fiscal Guidelines](#), Provisions and Assurances.

The program-specific assurances for this grant program are listed in the Application Part 1.

## Allowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on allowable activities and use of funds.

**Note regarding travel costs, if allowable per guidance below:** Any personnel approved in this grant must be reimbursed for travel according to the applicant's written policies and procedures; however, reimbursement may not exceed State of Texas mileage allowance, General Services Administration (GSA) hotel rate, and per diem rate existing in the current Texas State Appropriations Act. The state travel guidelines require only reimbursement of actual costs paid and, therefore, prohibit per diem payments to travelers without reconciliation to actual costs expended. Note: Contractor travel is paid as it is described in the individual contract, not to exceed the State rates, and may or may not be delineated out specifically in the contract.

Allowable activities and use of funds for this grant include only the following:

### General Allowable Activities and Use of Funds

- Payroll costs
- Professional and contracted services
- Consumable and durable supplies and materials
- Capital outlay
- Activities associated with:
  - a. Dissemination of guidance and information to school systems within the regional area
  - b. Attending TEA required meeting(s) and/or trainings that are pertinent to the grant requirements
  - c. Participating in workgroups to coordinate services with the TEA Emergent Bilingual Support Division, and/or other grant initiatives, as needed or when requested by TEA
  - d. Cross collaboration within the ESC with other state and/or local programs to strengthen support and technical assistance to better meet the complex needs of emergent bilingual students who may also be identified with a disability, gifted, and/or highly mobile

- e. Registration fees and/or travel costs in order to be able to meet the expectation of the grant

## Other Allowable Operating Costs Requiring Specific Approval in the Grant Application (6400)

### Out-of-State Travel

Out-of-state travel costs are allowable. Out-of-state travel costs should be minimal. Travel costs are allowable as long as the expenses for transportation, lodging, subsistence, and related items are only incurred by employees on official business of the grantee and follow the grantee's regular business operations and written travel policy. Travel cost reimbursement must follow the travel guidance provided at the beginning of this Allowable Activities and Use of Funds section.

Out-of-state travel will require a written justification form to be maintained locally and made available to TEA upon request. To access the Justification for Out-of-State Travel form, refer to the [Forms for Prior Approval, Disclosure, and Justification](#) page.

## Unallowable Activities and Use of Funds

Refer to the [Budgeting Costs Guidance Handbook](#) on the Grants Administration Division's [Grant Resources](#) page for general guidance on unallowable costs.

In addition, unallowable activities and use of funds for this grant include, but are not limited to, the following:

- Debt services (lease liabilities for terms greater than 12 months) – unable costs include:
  - Capital Lease Liability – Principal Costs (6512)
  - Subscription-based Information Technology Arrangement (SBITA) – Principal Costs (6514)
  - Subscription-based Information Technology Arrangement (SBITA) – Interest Costs (6526)
  - Capital Lease Liability – Interest Costs (6522)
  - Interest on Debt Costs (6523)
- Travel for Students to Conferences
- Educational Field Trips
- Stipends for Non-Employees Other Than Those Included in 6419
- Non-Employee Costs for Conferences
- Travel Costs for Officials such as Executive Director, Superintendent, or Board Members
- Cost of Membership in Any Civic or Community Organization

- Hosting or Sponsoring of Conferences
- Advisory Council
- Any activity not specified above in the Allowable Activities and Use of Funds section

## Performance Measures

The applicant agrees to collect data and report on the following mandatory performance measures:

Quarterly performance reports indicating the following data elements:

- List monthly touchpoints and all trainings offered during the quarter to school systems;
  - Date of activity
  - Modality of activity
  - Audience type (e.g., teacher, administrator, support staff)
  - Participation count

**Note:** Evidence of LEA participation should be readily available upon request by TEA.

- List all technical assistance provided to school systems as noted in requirement #11.
- List meetings, trainings and/or conferences the ESC attended to meet program requirements; and
- Include a reflection on the progress of the program implementation cohort towards the annual goal
- Progress on the development of the 2026 Title III Symposium presentation, requirement #5

## Federal Grant Requirements

### Equitable Access and Participation

See the [General and Fiscal Guidelines](#), Equitable Access and Participation.

This requirement does apply to this federally funded grant program.

### Private Nonprofit School Participation

See the [General and Fiscal Guidelines](#), Private Nonprofit School Participation.

This requirement does not apply to this federally funded grant program.

## Maintenance of Effort

See the [General and Fiscal Guidelines](#), Maintenance of Effort.

This requirement does not apply to this federally funded grant program.

## Attachments

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There are two types of attachments that may be required to be submitted with your application:

### Required Fiscal-Related Attachments

See the [General and Fiscal Guidelines](#), Fiscal-Related Documentation Required to Be on File, for a general description of fiscal-related documents that can be required as attachments to the application.

### Required Program-Related Attachments

See the [General and Fiscal Guidelines](#), Required Program-Related Attachments, for a general description of program-related documents that can be required as attachments to the application.

No program-related attachments are required for this grant program.