

**Rural and Low Income Program  
Compliance Report  
2013-2014**

County District No. \_\_\_\_\_

District Name \_\_\_\_\_

**Part 1: Certification and Incorporation**

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized Official		
Name		Title
Telephone	Fax	Email

LEAs must submit this report on or before August 1, 2014.

For assistance in completing the report, contact Didi Garcia at (512) 463-9414 or at [didi.garcia@tea.state.tx.us](mailto:didi.garcia@tea.state.tx.us).

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Part 2: Contact Information

Primary Contact		
Name		Title
Telephone	Fax	Email

Secondary Contact		
Name		Title
Telephone	Fax	Email

## Rural and Low Income Program Compliance Report 2013-2014

### Part 3: Program Activities Used to Achieve Goals

Goal 1 – Increased Student Academic Achievement

Goal 2 – Decreased Dropout Rate

Goal 3 – Other

**Instructions:** Enter the estimated expenditure and select the corresponding goal for each applicable program activity.

Program Activity		Estimated Expenditure		
<b>Teacher Recruitment and Retention</b> <i>(Including the use of signing bonuses and other financial incentives)</i>				
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
1.	Strategies to Retain Highly Qualified Teachers			
2.	Strategies to Recruit Highly Qualified Teachers			
3.	Signing Bonuses to Recruit Teachers			
4.	Financial Incentives to Retain Teachers			
5.	Other			
Program Activity		Estimated Expenditure		
<b>Teacher Professional Development</b> <i>(Including programs that train teachers to utilize technology to improve teaching and to train special needs teachers)</i>				
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
1.	Professional Development Activities to Assist Teachers in How to Use Technology Effectively			
2.	Professional Development Activities to Assist Teachers in Improving the Academic Achievement of Educationally Disadvantaged Elementary and Secondary School Students, Including Professional Development Activities to Assist Teachers in Providing Programs That Prevent Students from Dropping Out of School			
3.	Prepare Teachers in Schools as Technology Leaders Who Will Assist Other Teachers			
4.	Other			

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Program Activity		Estimated Expenditure		
<b>Educational Technology</b> <i>(Including software and hardware, as described in Title II, Part D – Enhancing Education Through Technology)</i>				
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
1.	Integration of Advanced Technologies, Including Emerging Technologies, into Curricula and Instruction and in Using Those Technologies to Create New Learning Environments			
2.	Provide Assistance in Integrating Technology into Instruction			
3.	Activities to Improve the Student Academic Achievement, Including Technology Literacy, of All Students Attending Schools Served by the LEA			
4.	Activities to Improve the Capacity of All Teachers Teaching in Schools Served by the LEA to Integrate Technology Effectively into Curricula and Instruction			
5.	Professional Development Activities to Lead to Improvements in Classroom Instruction in the Core Academic Subjects That Effectively Prepare Students to Meet Challenging State Academic Content Standards, Including Increasing Student Technology Literacy and Student Academic Achievement Standards			
6.	Other			
<b>Program Activity</b>		<b>Estimated Expenditure</b>		
<b>Parental Involvement</b>				
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
1.	Supplemental Activities to Title I, Part A, Parental Involvement			
2.	Training for Parents in Providing a Positive Home Study Environment			
3.	Regular Parent Meetings			
4.	Family Literacy Services			
5.	Home Visits			
6.	Other			

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**Part 3: Program Activities Used to Achieve Goals**

Program Activity		Estimated Expenditure		
<b>Title IV, Part A – Safe and Drug Free Schools and Communities</b>				
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
1.	Drug-Use Prevention Programs and/or Activities			
2.	Violence Prevention Programs and/or Activities			
3.	Professional Development in Drug-Use Prevention and/or Violence Prevention			
4.	Activities to Foster a Safe and Drug-Free Learning Environment That Supports Academic Achievement			
5.	Activities Consistent with the Principles of Effectiveness			
6.	Activities Designed to Prevent or Reduce Violence; the Use, Possession, and Distribution of Illegal Drugs; and Delinquency			
7.	Activities to Promote Coordination with Community Groups and Coalitions, and Government Agencies			
8.	Other			
<b>Program Activity</b>				
<b>Estimated Expenditure</b>				
<b>Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies</b>				
		<b>Goal 1</b>	<b>Goal 2</b>	<b>Goal 3</b>
1.	Activities to Support Title I, Part A – Schoolwide Program under Section 1114			
2.	Activities to Support Title I, Part A Targeted Assistance Program under Section 1115			
3.	Instructional Activities Tied to TEKS and state assessment to Improve Student Achievement for Title I, Part A Students			
4.	Professional Development for Teachers and/or Paraprofessionals Working with Title I, Part A Students			
5.	Other			

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### Part 3: Program Activities Used to Achieve Goals

Program Activity		Estimated Expenditure		
Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students				
		Goal 1	Goal 2	Goal 3
1.	Providing High-Quality Language-Instruction Educational Programs That Are Based on Scientifically Based Research Demonstrating the Effectiveness of the Program in Increasing English Proficiency and Student Academic Achievement in the Core Academic Subjects			
2.	Providing High-Quality Professional Development to Classroom Teachers (Including Teachers in Classroom Settings That Are Not the Settings of Language Instruction Educational Programs), Principals, Administrators, and Other School or Community-Based Organizational Personnel, That Meets the Following: <ul style="list-style-type: none"> <li>• Is Designed to Improve the Instruction and Assessment of LEP Children</li> <li>• Is Designed to Enhance the Ability of Such Teachers to Understand and Use Curricula, Assessment Measures and Instruction Strategies for LEP Children</li> <li>• Is Based on Scientifically-Based Research Demonstrating the Effectiveness of Professional Development in Increasing Children's English Proficiency or Substantially Increasing the Subject Matter Knowledge, Teaching Knowledge, and Teaching Skills of Such Teachers</li> <li>• Is of Sufficient Intensity and Duration (which shall not include activities such as one-day or short-term workshops and conferences) to Have Positive and Lasting Impact on the Teachers' Performance in the Classroom</li> </ul>			
3.	Other			
<b>Total Expenditures</b>				

### Part 4: Additional LEA Data (optional)