

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Application for New Grants Under the Elementary and Secondary School Counseling Program**

**CFDA # 84.215E**

**PR/Award # S215E140023**

**Grants.gov Tracking#: GRANT11633403**

OMB No. 1894-0006, Expiration Date: 11/30/2014

Closing Date: Apr 28, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/20/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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**8. APPLICANT INFORMATION:**

* a. Legal Name: <input type="text" value="Sharyland Independent School District"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="74-6001743"/>	* c. Organizational DUNS: <input type="text" value="0239994440000"/>

**d. Address:**

* Street1: <input type="text" value="1106 N. Shary Road"/>
Street2: <input type="text"/>
* City: <input type="text" value="Mission"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="TX: Texas"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="78572-4652"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Administration"/>	Division Name: <input type="text" value="Student Support Division"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Nereida"/>
Middle Name: <input type="text" value="N."/>	
* Last Name: <input type="text" value="Cantu"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Asst Superintendent-Curriculum &amp; Instruction"/>
--

Organizational Affiliation: <input type="text"/>
---

* Telephone Number: <input type="text" value="956-580-5200"/>	Fax Number: <input type="text" value="956-580-5229"/>
---	---

* Email: <input type="text" value="nncantu@sharylandisd.org"/>
--

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

X: Other (specify)

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

Local Educational Agency

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

Fund for the Improvement of Education

**\* 12. Funding Opportunity Number:**

ED-GRANTS-031214-001

\* Title:

Office of Elementary and Secondary Education (OESE): Elementary and Secondary School Counseling (ESSC) Program CFDA Number 84.215E

**13. Competition Identification Number:**

84-215E2014-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Project SStart (Schools Taking Action to Resolve Trouble)

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="400,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="400,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:

Fax Number:

\* Email:

\* Signature of Authorized Representative:

\* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Nereida Cantu</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Sharyland Independent School District</p>	<p>DATE SUBMITTED</p> <p>04/20/2014</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="N/A"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Fund for the Improvement of Education"/> CFDA Number, if applicable: <input type="text" value="84.215"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> <input type="text" value="Nereida Cantu"/> <b>* Name:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> <b>Title:</b> <input type="text"/> <b>Telephone No.:</b> <input type="text"/> <b>Date:</b> <input type="text" value="04/20/2014"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994. (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment



## GENERAL EDUCATION PROVISION ACT – GEPA *Project Start*

Sharyland Independent School District will provide equal access to all the School Counseling implementation program activities described in the grant application narrative to ensure all persons regardless of gender, race, national origin, color, disability, or age will have equal access and gain the benefits of this endeavor. Sharyland ISD will abide by its official non-discrimination policy and procedures approved by the governing board of trustees throughout the duration of the program.

The Sharyland ISD Counseling Program *Project Start* understands because of its geographical location and population it will serve a large majority of Hispanic counselor, teachers, students and parents. The programs recruitment plan includes specific strategies for equal participation by all groups including encouraging access and participation by this group.

Additionally, our experience demonstrates that due to a large limited English population, forms of communication need to be conducted in English and Spanish to reach the entire community. Accordingly, all informational, correspondence, program flyers, brochures and PSA's will be disseminated bilingually in English and Spanish. This will facilitate the dissemination of program information equitably throughout our community. In addition, Sharyland ISD will encourage recruiting and hiring staff that represent the targeted population being served.

The Project Director as the overall administrator and leader will have full responsibility to ensure that the Sharyland ISD's non-discrimination and civil right policies are adhere to and that equitable access is offered to all persons interested in this program.

### **Disabilities Statement**

Sharyland Independent School District also recognizes the need to serve individuals with disabilities. All facilities and transportation services to be utilized for the provisions of program activities comply with all ADA laws and are fully accessible for students, parents, teachers, community residents and project staff with special needs. All assessment and survey instruments will be modified to address the needs of special needs populations to offer equal access to all program activities and services.

Sharyland ISD has trained staff to work specifically with special needs populations who require additional assistances. When required, Sharyland Independent School District will utilize these professionals to work with project beneficiaries and personnel to ensure that all persons have equal access to all program activities and information. In addition, teachers working with special needs population will be trained in the use and implementation of assistive technology, augmentative communication devices, speech-generating devices, and assessment software.



## Civil Rights Statement

Sharyland ISD complies with federal and state rules and regulations and does not discriminate on the basis of gender, race, national origin, color, disability or age. This holds true for all the programs administered by Sharyland ISD throughout its school district and for all students and parents who are interested in participating in educational programs and/or extracurricular activities.

Sharyland ISD will incorporate all these same standards. Additionally, due to the agricultural workforce, a large Monolingual Spanish population is settled in this service area. Accordingly, Sharyland ISD will recruit and encourage participation from this targeted population, specifically, minorities, minority women, and individuals with special needs.

In conclusion, Sharyland ISD currently has policies and procedures in place that promotes equal opportunity practices and has incorporated these policies in the Elementary School Counseling program including counselor, teacher recruitment, student enrollment, academics, athletics and extra-curricular activities.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Sharyland Independent School District

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. \* First Name: Virginia Middle Name: N.

\* Last Name: Richter Suffix:

\* Title: Superintendent

\* SIGNATURE: Nereida Cantu

\* DATE: 04/20/2014

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Abstract:** Align to the Absolute and Competitive Preference Priority 1, Sharyland Independent School District, in partnership with one community-based organization and one Education Service Center proposes to implement *Project STart*. *Project STart* will serve over 5,378 (Kindergarten – 6<sup>th</sup> grade) students annually over a three-year period in **8 high-need elementary** schools in South Texas along the Mexico border. **Objective 1:** Create an effective advocacy support system that involves educators, parents and community stakeholders in the academic and social development of all students; **Objective 2.** Improve the attitude, character, integrity, loyalty and engagement of all students, particularly for at-risk, troubled students with numerous disciplinary issues; and **Objective 3:** Improve the academic performance, skills and knowledge of all students, particularly for at-risk struggling students. **Brief Outcomes:** Student to counselor ratio will decrease by **20% GPRA 1**); The number of student disciplinary referrals and/or suspensions will decrease by **15% (GPRA 2)**; The number of counseling hours of direct service per week will increase each year by **10%**; The number of teachers, counselors, and educators who participate in professional development aimed at counseling activities will increase by **20%**; The number of parents involved in school-student activities will increase by **15%**; Teachers will demonstrate an increased collaboration with counselors in addressing the academic and social needs of students by **20%**; Students who demonstrate skills to resolve conflicts in a safe and responsible manner will increase by **15%**; Students who report incidence of using alcohol cigarettes, marijuana or other drugs/substances will decrease by **10%**; Students who demonstrate a positive attitude toward school and learning will increase by **15%**; Students will demonstrate an increase in Math and Science (Level II) scores by **15%** and **10%**; and Students will demonstrate an increase in Reading and Writing (Level II) scores by **15%** and **15%**. Due to space, complete outcomes are delineated in the proposal.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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*Project START*  
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## 1. Need for Project

### A. Gaps or weaknesses in services, or opportunities have been identified and will be addressed.

**Introduction:** Sharyland Independent School District (ISD), located in the southernmost remote tip of Texas along the Mexico border, in partnership with Hope Family Health Center (HOPE) and Region One Education Service Center (ESC), proposes to implement a comprehensive Elementary



Counseling Program entitled *Project STart (Schools Taking Action to Resolve Trouble)*. In response to the Absolute and Competitive Preference Priority 1 and aligned to Sharyland’s “Five Year Strategic Plan” (**Goal Two:** Provide a Safe, Secure and Healthy Learning Environment), *Project STart* was strategically created to contribute to the social-emotional well-being, personal growth and academic development of over **5,378** at-risk low-income students (Kindergarten – 6<sup>th</sup> grade) annually, residing in an economically distressed community.

**Identifying Need:** During the planning stages, Sharyland ISD reviewed several objective data sources to support the need(s) for this project. This data included national, state and local statistical data, state assessment scores, Texas Education Agency (TEA) demographic data, district/campus report cards, and U.S. Census data. In addition to administering student surveys to compile first hand student views, planning meetings were held with parents, community leaders, school administrators, principals, counselors and teachers. This inclusive process allowed participants to share their perspectives and knowledge to not only identify the needs, but also to inform the program design to address those needs (Appendix A-Letters of Commitment).

**Texas-Mexico Border:** Sharyland is located in Hidalgo County along the Texas-Mexico border area which is designated as one of the most economically rural depressed areas in the United States (U.S. Department of HUD 2013). Trade promoted by NAFTA, has contributed to a



rapid expansion of economic activities on both sides of the border. Each year 1.9 million trucks, 29.6 million private vehicles, and 15.3 million pedestrians cross into South Texas from Mexico.<sup>1</sup> The large volume of cross-border traffic creates an environment for flow of illegal drugs and an extreme negative culture for our youth. In fact, the Drug Enforcement Administration (DEA) has designated the Texas-Mexico border as a “**High Intensity Drug Trafficking Area.**” This area has become the number one crossing point for illegal drugs. The dichotomy of poverty and rapid growth along the border has led to easy availability of drugs, increase in crime, and large number of our youth failing academically. Gang activity, drug and alcohol abuse, high teen pregnancy rates, high dropout rates and violence are all so common in this community. Located along the border intensifies these issues because youth at any age are able to enter Mexico and purchase weapons, alcohol, tobacco and prescription drugs without any difficulty. These actions regularly lead to crime, violence, and death for many our local youth. In order to help keep students away from this negative socialization, it is important to develop a safe learning and responsive environment to help guide and support these students. If Sharyland ISD and the community do not react now, this community will continue to witness these “**types of behavior.**”

**Location:** According to the U.S. Census of 2010, Hidalgo County’s population was 774,769 of which **91%** are Hispanics, **46%** lived in poverty, and nearly **65%** did not speak English at home. The median household income in Hidalgo County was only **\$33,218**, compared to \$51,563 for the State of Texas. As per the Census 2010, **40.1%** of the region’s working age population do not have a high school diploma, only **15.6%** of the labor force has a bachelor’s degree or higher and over **35%** of the total population are under the age of **18**. This region also has thousands of rural impoverished subdivisions known as *colonias* in which over 500,000

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<sup>1</sup> South Texas National High Intensity Drug Trafficking Area, 2012  
Sharyland ISD . . . . . *Schools Taking Action to Resolve Trouble*



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residents live. Colonias lack basic living necessities (potable water, electricity, sewage, etc.) and are characterized by extreme poverty. One of every three *colonia* residents has less than a 6<sup>th</sup> grade level education.<sup>2</sup> Overall, Sharyland ISD’s service area and the region’s demographics include high incidences of poverty, limited English proficiency, high number of dropouts, substance abuse, crime, gang activity, and low academic achievement.

**School District:** Sharyland ISD provides professional and educational services to **1,155** educators, and **10,205** students in **8** elementary campuses, **2** junior high schools and **1** high school, within the county of Hidalgo. Of the total students enrolled, **9,339** (91.5%) are **Hispanic**, **6,220** (61%) are **economically disadvantaged**, **4,925** (48.3%) are **At-Risk** and **2,802** (28%) are **English Learners (EL)** – (TEA Texas Academic Performance Report (TAPR) – 2012-13).

**Academic Assessment:** Texas administers the standardized State of Texas Assessments of Academic Readiness (STAAR) test to measure students’ abilities to meet state academic standards through 12<sup>th</sup> grade. The 2013 STAAR scores of students in the target schools (3<sup>rd</sup> – 6<sup>th</sup>) were well below the state average in all subjects tested. The **eight** elementary schools demonstrated a significant under-achievement of **52%** when compared to the state at **77%**. When reviewing the core subject results independently (below), SISD students are academically not performing to standard as illustrated in Table 1 (Appendix B – School Profile).

<b>Table 1. Sharyland ISD 2013 STAAR Results</b>					
<b>Entities</b>	<b>All Subjects</b>	<b>Math</b>	<b>Science</b>	<b>Reading</b>	<b>Writing</b>
<b>Target Schools - Level II</b>	<b>52%</b>	<b>53%</b>	<b>46%</b>	<b>52%</b>	<b>50%</b>
State Student Scores	77%	79%	82%	80%	63%

Source: Texas Education Agency: Texas Academic Performance Report (TAPR) 2012-2013

A contributing factor to low STAAR passing rates are high disciplinary violations. Based on 2013 PEIMS data, schools illustrated **3,048** student disciplinary violations and **74** controlled substance violations. Additional violations interfering with school are depicted Table 2 below.

<sup>2</sup> Texas Secretary of State, Texas Border & Mexican Affairs 2012.



<b>Table 2. Sharyland ISD Disciplinary Violations Related to GPRA 2</b>	<b>Total #</b>
Violated Local School Code	3,048
Count of Students Suspended	1,386
At-Risk School Student Suspension	3,080
Controlled Substance/Drugs	74
Permanent Removal by Teacher – controlled substance violations	23
Fighting/Mutual Combat	141

Source: Texas Education Agency: PEIMS Disciplinary Report 2012-2013

Without proper professional guidance and training, which is due to limited resources, SISD and this community will continue to witness these types of behavior (Carrell, & Hoekstra, 2011).

**Limited Counseling:** The American School Counselor Association (ASCA) recommends a national average of **250:1** student to counselor ratio and the American School Health Association suggests a student to social worker ratio of **800:1**. Regrettably, at the 8 target schools there is only **1 counselor** to each school, no social workers and only one school psychologists (special ed.) to serve the **5,378** students which translates to a high ratio of **672:1**. Counselors are asked to provide the social worker services, creating a burden on their number one priority of academic support. These schools are isolated to the extent that students and families typically have very limited access to mental health workers and other needed human services. This area is notorious for its high drug/alcohol abuse, gangs and incidents of violence. Table 3 presents gaps related to the **GPRA 1** measure and descriptive data attesting to the high-need student populations served.

<b>Table 3. GPRA 1 – Closing the Counselor/Student Ratio</b>						
<b>School</b>	<b># Counselor</b>	<b># Students</b>	<b># Hispanic</b>	<b># Low-Income</b>	<b># At-Risk</b>	<b>EL</b>
Bentsen	1	600	572	432	343	270
Garza	1	681	640	560	372	218
Hinojosa	1	557	511	273	387	341
Jensen	1	697	687	613	477	345
Martinez	1	676	627	469	358	274
Shary	1	774	692	386	316	196
Shimotsu	1	734	605	241	357	321
Wernecke	1	659	606	405	335	223
<b>Total</b>	<b>8</b>	<b>5,378</b>	<b>4,940</b>	<b>3,379</b>	<b>2,945</b>	<b>2,188</b>

\* **Appendix C – Student/Counselor ratio, disciplinary referral and Assurance forms**



It is evident there is an extremely high need to reduce the student to counselor ratio of these campuses that are struggling to be responsive to students both academically and socially.

**School Survey:** SISD administers the Youth School Survey (YSS) to all students every two years. The YSS is an effort to measure health-risk behaviors that include alcohol, tobacco, and drug use, gang activity, bullying, and related risk factors. Years of research have shown that certain risk factors are associated with increased likelihood of health risk delinquent behaviors. This survey included substantial coverage of risk and protective factors based on this research (Bandura et al. 2007; Beyers et al. 2004). With increasing gangs and violence occurring along the border, students find themselves turning to violent means to resolve conflict. The presence of these gangs, and the lack of family/adult support influences youth to join these types of anti-social associations for a feeling of belonging. Table 4 illustrates the unsafe conditions.

**Safe School Environment:**

<b>Table 4. Youth School Survey, May 2012</b>				
<b>At-risk Indicators</b>	<b>Do <u>not</u> feel safe at school</b>	<b>Bullied at school - last 30 days</b>	<b>Physical fight at school - past 12 mo.</b>	<b>Carried a weapon to school - last 30 days</b>
Secondary	30.18%	29.9%	31.15%	10.72%

Hidalgo County faces a juvenile delinquency problem. Over the past **four years**, Hidalgo County has ranked **first**, and **third** for **juvenile arrests** among Texas State counties. Youth ages **10– 14** years were arrested at a rate of **55.05** per 1,000 children, compared to the State rate of **23.12** (Texas Youth Commission 2012). SISD faces a great task of creating a safe and drug free environment (Glaser et al. 2005). Located along the border and the availability of ATOD, enable students to easily obtain and use and abuse drugs at high rates as illustrated in Table 5 below.

**Alcohol, Other and Violence:**

<b>Table 5. Youth School Survey, May 2012</b>				
<b>At-risk Indicators</b>	<b>Drank Alcohol</b>	<b>Smoked Cigarettes</b>	<b>Used Marijuana</b>	<b>Used Inhalants</b>
Secondary	31.04%	33.10%	23.04%	19.09%



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Incidence of alcohol/substance abuse among students is high and thus, early proactive intervention activities are in demand. Coupled with high rates of physical altercations, gang affiliation, high usage of ATOD, and low levels of supportive adults, a ‘Perfect Storm’ for mental health problems is created. Table 6 depicts target student’s mental health conditions.

**School and Community Wellness:**

<b>Table 6. Youth School Survey, May 2012</b>				
<b>At-risk Indicators</b>	<b>Thinking about attempting suicide in last 12 mo.</b>	<b>Attempted Suicide</b>	<b>When feeling sad, is there someone that can help you – No</b>	<b>Do you work out problems by talking about them - No</b>
Secondary	10.3%	4.0%	37.92%	37.3%

The incidence of depression and suicidal behaviors is disturbing and mental health services are very limited. In 2012, Hidalgo County youth aged **10 – 17** years attempted and committed suicide at a rate of **100.09** per 1,000 children, compared to the state rate of **52.21** per 1,000 (Texas Risk & Protection City Profile, 2012). With no school psychologists or mental health practitioners on staff, SISD does not have the support to intervene and resolve these problems.

**Early Childhood:** One risk factor is the language barrier experienced by many parents (Perez, Torres-Guzman, 2004). This risk factor is compounded by the low-educational attainment levels of parents (Bakker, Denessen, & Brus-Laeven, 2007). In the target communities, U.S. Census showed that over **40.1%** of parents have less than a high school diploma and **65%** do not speak English at home. Due to the lack of family involvement, children are coming to school with no preschool experience and frequently lack social, linguistic and behavior readiness skills necessary to comfortably adapt to a structured school climate (Gregory, et al., 2010).

**Address Need:** Based on a thorough review of the school and student data, the following gaps and weaknesses and proposed strategies to address the need have been identified.

<b>Table 7. Identified Gaps &amp; Weakness</b>	<b>Proposed Interventions &amp; Strategies</b>
Limited Counselors and No Social Workers	Hire Counselors and Social Workers
High risk factor incidence (gang, ATOD, etc.)	Implement positive and early interventions



Lack of Family Involvement	RtI approach and 40 Developmental Assets
Lack of proven youth prevention programs	<i>Project ACHIEVE</i> (Proven SAMHSA Model)
Lack of teacher/educator training	Hope Family Health Center & Region 1 ESC
No formal referral process (mental health)	Implement, screening, referral and follow-up
School climate not conducive to learning	ASCA Curricula, Professional Development
Lack of community linkages and collaboration	Enhance school to community activities

Due to lack of counseling staff, schools are presently not implementing the proven American School Counselor Association (ASCA) model, and yet SISD feels the need to increasingly turn its attention to addressing students' needs beyond the confines of the school day activities to make a real impact in the lives of students. It is imperative to implement a school counseling program that promotes learning, protects youth from negative peer pressure, and creates opportunities for students to form positive relationships with peers, parents, adults and educators.

## **2. Quality of the Project Design**

### ***The goal, objectives and outcomes...***

Sharyland ISD, with active participation from students, families, educators and community stakeholders, has designed *Project Start* based on the assessment which addresses the identified gaps and weaknesses delineated in the need section and the intent of the Counseling program. SISD proposes to develop a comprehensive elementary counseling program that is based on proven research that allows for sustainability and scalability. Aligned to the Absolute and Competitive Priority 1, the following goal, objectives, and outcomes have been developed.

**Goal:** Implement and institutionalize a systemic well-established and polished elementary counseling program where ALL students, specifically at-risk, low-income and English Learners, gain the support, guidance and leadership to succeed academically, socially, and personally.

**Objective 1. Create an effective advocacy support system that involves educators, parents and community stakeholders in the academic and social development of all students.**

**Annual Outcomes**

- 1.1** Student to counselor ratio will decrease by **20%** from the baseline data of **672:1 (GPRA 1)**.
- 1.2** The number of student disciplinary referrals and/or suspensions will decrease by **15%** from the baseline data – Linked to **Table 2** in needs and to the attached **assurance form (GPRA 2)**.
- 1.3** The number of counseling hours of direct service per week will increase each year by **10%** over the baseline. Baseline will be set in October 2014.
- 1.4** The number of teachers, counselors, and educators who participate in professional development aimed at counseling activities will increase by **20%** over the baseline of **58%**.



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**1.5** The number of parents involved in school-student activities will increase by **15%** over the baseline of **57%**.

**1.6** Teachers will demonstrate an increased collaboration with counselors in addressing the academic and social needs of students by **20%** over baseline. Baseline will bet set Oct. 2014.

**Objective 2. Improve the attitude, character, integrity, loyalty and engagement of all students, particularly for at-risk, troubled students with numerous disciplinary issues.**

**Annual Outcomes**

**2.1** Students who report not feeling safe, being bullied, in a fight, or carrying a weapon will decrease by **10%** from the baseline – Linked to **Table 4** in needs.

**2.2** Students who report resolving conflicts in a safe and responsible manner without fighting will increase by **15%** over the baseline – Linked to **Table 4** in needs.

**2.3** Students who report incidence of using alcohol, cigarettes, marijuana or other drugs/substances will decrease by **10%** from the baseline – Linked to **Table 5** in needs.

**2.4** Students who report incidence of thinking or attempting suicide, feeling sad or resolving problems on their own will decrease by **10%** from baseline – Linked to **Table 6** in needs.

**2.5** Students who demonstrate a positive attitude toward school and learning will increase by **15%** over the baseline. \*

**2.6** Students who acknowledge an increase of support from school counselors and teachers in regards to their academic and social well-being will increase by **15%** over the baseline.\*

**2.7** Students who acknowledge an increase of academic and personal support from parents will increase by **20%** over the baseline.\*

**\* A recent YSS was disseminated in January 2014 and the results are not yet available. Baseline for a few of the outcomes above will be established in October 2014 upon award.**

**Objective 3. Improve the academic performance, skills and knowledge of all students, particularly for at-risk struggling students.**

**Annual Outcomes**

**3.1** Students will demonstrate an increase in Math and Science (Level II) scores by **15%** and **10%** over the baseline of **53%** and **46%**, respectively – Linked to **Table 1** in needs.

**3.2** Students will demonstrate an increase in Reading and Writing (Level II) scores by **15%**, and **15%** over the baseline of **52%**, and **50%**, respectively – Linked to **Table 1** in needs.

**A. The project will establish linkages with other appropriate agencies and organizations...**

The success of *Project SStart* will hinge upon linkages by Sharyland ISD (SISD), Hope Family Health Center (HOPE) and Region One Education Service Center. SISD will implement *Project ACHIEVE*, an evidence-based school effectiveness and school improvement curriculum and program focusing on the academic and social-emotional/ behavioral progress and success of all students. It uses strategic planning, professional development, and on-site consultation and technical assistance for student achievement, positive school and classroom climates, effective teaching and instruction, and meaningful parent and community outreach and involvement.



*Project ACHIEVE* helps schools develop and implement Positive Behavioral Support Systems (PBSS) and Response-to-Intervention (RTI) processes accelerating evidence-based academic and behavioral interventions to at-risk and underachieving student (Knoff, H.M. (2012).

**HOPE Family Health Center** founded in 1996 specializes in confidential evaluation and counseling services for children, adolescents, adults, and families throughout the Rio Grande Valley of South Texas. In addition, HOPE provides a broad range of capacity building services to local professionals. HOPE has agreed to partner with SISD and provide professional development services to counselors, social workers, teachers and other related staff in the areas of mental health identifier indicators, detecting mental health disorders, appropriate screening methods and when and how to involve parents. Additionally, utilizing the RTI framework and American School Counselor Association (ASCA) model, HOPE will provide on-site specialized counseling and implement a positive youth development and prevention curricula that will teach essential life skills that support character development, social and emotional learning, civic values, substance and violence prevention, and service-learning among students.

**Region One ESC** utilizing the 40 Developmental Assets framework will implement capacity building activities for educators, staff, and counselors on research-based and pedagogical strategies associated with counseling programs, behavior and classroom management, teamwork and collaboration, crisis intervention. Professional development will include topics on mental health, student/parent guidance, identification and resolving of crisis issues interfering with educational success, reduction of stress, and when and how to involve parents in the process.

***B. Design of project will successfully address, the needs of the target population and needs...***

**Proposed activities:** Sharyland ISD will serve over **5,308** students (Kindergarten - 6<sup>th</sup> grade) through structured developmental and preventative activities (in-school, after-school, weekend, and summer) that will address the needs of target students, educators and parents. In terms of



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academic supports, counseling activities will cover academic and enrichment development college readiness, financial literacy and work study for students. In terms of non-academic supports, counseling activities will include social supports, school violence, bullying and substance abuse prevention, student welfare, and family and community involvement.

Three and a half full-time certified counselors and one full-time social worker, along with representatives from the HOPE and Region One ESC, will be engaged by Sharyland ISD to implement *Project Start*. The school counselors and social worker will work in collaboration with the entire elementary school community, including teachers, administrators, staff, parents, and partner representatives, to enhance the education and emotional development of all students. Services provided by counselors will address academic, personal, social and post-secondary development, as well as be integrated with the existing core curriculum, instruction and proven evidence-based programs at SISD to support a safe learning climate (Competitive Priority 1).

**1) Needs Assessment and Individual Appraisal:** Counselors and teachers will collect and analyze interests, skills, strengths, weaknesses, and achievements of each student. In addition to test scores, other sources of information will include interviews with students, their academic records, case management records, education portfolios, and records of past experiences.

**2) Counseling and Advising:** Counselors and social worker will assist students and their parents (individually and in small groups) to enhance students' academic goals and personal growth. The counseling staff and teachers will assist students and parents in course selection, time management, study skills, and identifying resources as students' progress through school.

**3) Case Management:** After assessment, counselors and the social worker will monitor individual student progress and participate in planning in his/her academic and personal/social domains. Student planning will consist of assisting students, with the help of their parents or



guardians, to develop, monitor, and manage their academic/technical and personal/social goals. In addition, the counselors and the social worker will help students gain access to legal, health, housing, and social services beyond what SISD and *Project Start* can provide. These activities will be delivered throughout the year on an ongoing and individual basis.

The focus of counseling and advising activities will be on providing information, reviewing options, providing counseling in the face of at-risk situations and personal conflict, and making referrals, if necessary. *Project Start* staff will consult with teachers and educators regularly to provide support and to receive feedback on emerging needs of students. During the school year and the summer, **the counselors and social worker** will provide ongoing support and information for parents regarding their childrens' personal, social and academic development, and serve as a link between school and home. Parental outreach programs will also be implemented throughout the year to improve parenting skills and enhance parents' knowledge on ways to participate effectively in parent-child educational activities.

**4) Responsive Services:** These services will consist of coordinating activities to meet the needs and concerns of students through consultation, personal and crisis counseling, and referral. This approach may be initiated by students through self-referral, teachers, parents/guardians, or others. Partnerships with HOPE and Region One ESC will help meet the developmental needs of students through proven programs such as Character Counts, Drug and Violence prevention programs including teaching parents to be positive role models. Life Skills Training will be delivered to support pro-social skills development to teach social resistance skills and to develop strong community involvement through service learning activities (Competitive Priority 1).

**5) Consultation:** *Project Start* staff will serve as student advocates. Throughout the school year, they will consult with students, parents, teachers, and other school personnel



regarding early identification, developmental, and prevention strategies to help students succeed.

**6) Personal and Crisis Counseling:** *Personal counseling* activities will assist students with personal and school success. Counseling in a small group or individual basis will be provided by the counselors throughout the year. Home visits will also be made by the social worker, when needed. Personal counseling will assist students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken. When necessary, appropriate referrals will be made. *Crisis counseling* will be provided by the **Project STart** staff to students and their families facing crisis situations on a one-to-one basis. It will provide prevention, intervention, support, and follow-up, including helping students and families to connect to external assistance, resources, and support available through partners or in the community-at-large. The counseling staff will assume a leadership role in the crisis intervention process.

**7) Referral:** In addition to HOPE services, counselors/social worker will refer students and their parents or guardians to community agencies (mental health, vocational rehabilitation, treatment center, social services, etc.) to deal with long-term situations such as suicide, violence, abuse, neglect, substance abuse, teen pregnancy, alcohol, etc. To assure support, counseling staff will maintain ongoing communication with the involved agencies as follow-up support.

**8) Proven Programs:** *Project STart* staff, teachers and educators will deliver the *Project ACHIEVE* curriculum of SAMHSA during and after-school. *Project ACHIEVE* is implemented in a three-year implementation Blueprint that is tailored to each participating school. This whole school approach involves students, staff, administration, and parents building and reinforcing: 1) Students' interpersonal, problem-solving, and conflict resolution skills and interactions (Bavarian, et al. 2013); 2) Positive, safe, supportive, and consistent school climates and settings; and 3) School and district capacity such that the entire process becomes self-sustaining (Camizzi,



et al., 2009) – Competitive Priority 1. **Project Start** staff and educators will incorporate the **40 Development Assets, RtI frame work** and **American School Counselor Association (ASCA)** model into daily instructional and counseling practices. These curricula are grounded in extensive research in youth development, resiliency, and prevention (Benson, et al., 2011).

**9) Professional Development:** Ongoing professional development opportunities will be provided by HOPE and Region One ESC to help the Project Director, counselors, social worker and teachers update their professional knowledge and skills. Professional development topics will cultivate into research-based content and proven instructional strategies associated with counseling programs, behavior and classroom management, 40 Developmental Assets, RtI and ASCA framework for adolescents, teamwork/collaboration, crisis intervention, as well as strategies on parent-child counseling and communications. Counselors will attend professional meetings, complete relevant course work and contribute to professional publications.

**10) Data-Driven Support:** Fundamental to educators improving instructional practices and becoming responsive to student learning needs is the availability and systemic use of timely, relevant, data and information about what students know and can do. Thus, all educators and students of SISD will benefit from access to online school-based, performance, and outcome-based data provided by the evaluator. Project staff will ensure that programmatic, academic, social, and behavioral data of students are linked to instructional improvement strategies. The project will utilize these technology-driven data and disaggregation tools to analyze district, campus, and student level data in all grade levels and learning settings, in order to inform project activities. Based on data results, the Project Director, staff and principals will make pertinent instructional decisions according to trends and identified student strengths and weaknesses.

***C. Design of the project reflects up-to-date knowledge from research and effective practice...***

***Project Start will:*** 1) help students improve their social behavior while increasing academic



achievement (Lapan, et al., 2006); 2) provide educators, staff, and counselors with the skills and tools needed to improve instruction and provide high-quality developmental and preventative services (Bryan, et al., 2011); 3) help parents to develop the skills necessary to support and guide positive development of their child (Epstein & Voorhis, 2010); and 4) forge appropriate partnerships that bring highly-trained and high-qualified professionals to provide services that meet the counseling needs of all student/parents (Griffin & Farris, 2010). To accomplish these, ***Project Start*** staff, teachers and educators will incorporate the **40 Developmental Assets** into daily instructional and counseling practices of educators (through ongoing, job-embedded professional development) as well as provide one-to-one and group counseling sessions to students and their parents/guardians. The 40 Developmental Assets are grounded in extensive research and represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive. Research has proven that youth with the most assets are least likely to engage in four different patterns of high-risk behavior including alcohol use, violence, illicit drug use, and sexual activity (Benson, et al., 2011). As mentioned before, SISD will implement the *Project ACHIEVE* curriculum of SAMHSA. This proven comprehensive program teaches the positive actions for the intellectual, social, physical and emotional areas of the self. Its philosophy is illustrated by the Thoughts-Actions-Feelings Circle where positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts (Bavarian, et al. 2013).

**Tiered Intervention:** Utilizing the Resource to Intervention (RtI) Model, SISD will implement a three-tiered approach to reduce the number of students experiencing academic failure, lower their risk behavior, and increase their academic performance: **Tier 1:** *Core Instructional Interventions – Preventive and proactive interventions*; **Tier 2:** *Targeted Group*



Interventions – students identified at-risk and rapid response; and **Tier 3:** Intensive, *Individual* Interventions –appropriate assessment-based interventions. Student data will be used by counseling staff to identify, screen, and serve at-risk students for tiered interventions. Evaluation data will include annual student achievement data, achievement -related data including standards and competency data. Student achievement data will consist of STAAR-EOC scores, grades, pass/failure rate, dropout and retention rates. Achievement-related data will include course enrollment, discipline referrals, attendance rates, drug and alcohol violations, and parent or guardian involvement. Standards and competency-related data will include achievement, or lack thereof, of ASCA standards and competencies along three domains of school counseling: academic, personal/social and career (Griffin & Farris, 2010). Variables of gender, grade level, etc. of students will be used to assess relevance of tiered interventions.

**ASCA Framework:** Based on ASCA’s Framework, *Project Start* will be integrated with the school curriculum through a coordinated system of case management, student appraisal, planning, early intervention, advisement and counseling, responsive services, crisis prevention and intervention, and system support. The Framework will provide the mechanism with which school leaders, teachers, and counselors of Sharyland ISD will design, coordinate, implement, and evaluate programs to ensure that school counselors, para-professionals, and other support personnel are actively involved in supporting each student’s academic, career, and social development as well as assist students and families with in-school services and/or referrals to outside agencies. The counselors and the social worker will serve as advocates and facilitate delivery of the program for students and work with parents, administrators, teachers, and community members to ensure improvement of academic performance, mental health, social behavior, and reduction of risks among target students (Clark, & Breman, 2009).



### 3. Quality of the Management Plan

#### A. *management plan to achieve the objectives of the project on time and within budget...*

Sharyland ISD will be the lead and fiscal agent of *Project STart*. From the onset, SISD formed a *STart Steering Committee (SSC)* to assist with resources, support, planning, and development of the project. A representative from the proposed partners, superintendent, LEA administrators, project director, principals, counselors, teachers, parents, evaluator, and community representatives served and will continue to serve on the **SSC** upon award. The **SSC** will meet monthly during the first six months, and quarterly, thereafter, and play a critical role in the oversight, planning, implementation, management, coordination, monitoring, sustainability and evaluation for ongoing continuous improvement measures. **SSC** will support and guide Sharyland ISD (LEA) and the Project Director to help build capacity of all stakeholders.

**Management Structure:** *Project STart* will be housed within the Federal Programs Division. Through this division, SISD pledges its commitment, personnel, resources, facilities, and active participation to ensure the project is an integral part of its daily operations and administrative functions. SISD has extensive experience in managing numerous federal and state funded programs. SISD will use this experience, leadership, and knowledge in the management of *Project STart* and will incorporate all essential control functions, oversight, and elements to ensure effective implementation. These functions include: engaging the latest management software (LiquidPlanner), on-going planning, communications, financial accountability (supplement not supplant), reporting, information management, human resources, resource allocation, evaluation, and continuous improvement mechanisms. Program control utilizes current technology (Youth Connection) for participant tracking, monitoring progress, sharing of resources, assessing accountability and reporting. Each of these functions will ensure delivery of accessible, quality, coordinated, instructionally accurate, and culturally relevant



services to participants (Appendix D – Organizational Chart). The management plan is designed to integrate the following elements to achieve the objectives on-time and within budget.

**Program Monitoring:** The Project Director will use the timeline (below), which includes milestones and activities, as a guide to ensure timely implementation of program services and attainment of program objectives. The timeline, outcomes, and Logic Model (Appendix E) will be reviewed quarterly with the **SSC**. When services are not being implemented as proposed and benchmarks are not met, an action plan will be developed for continuous improvement.

**Fiscal Monitoring:** The Project Director will work with the finance department to track and oversee expenditures. This will include monthly meetings with the finance department and quarterly meetings with **SSC** to review actual expenditures against proposed costs, objectives, milestones, and to implement program revisions, when appropriate, to maximize resources.

**Service Structure:** SISD will appoint an experienced and qualified Project Director (.15 FTE) to lead operations of *Project Start*. To maintain accountability and to ensure full implementation of program activities, including maintaining school communications and relationships, the Project Director will meet weekly and work closely with counselors, social worker, external evaluator, and partners. The counseling staff, evaluator, and partners will provide monthly reports to the Director detailing project status, pre or post-results, progress towards meeting objectives and areas needing immediate attention for program improvement. To implement effective data driven strategies and activities, SISD and the evaluator will collect ongoing qualitative and quantitative data (students, parents and teachers) and conduct data analyses to determine the growth/decline on each performance indicator. The work plan and timeline of activities represent a thorough strategy to implement all project objectives on-time and within budget. The following table has been developed as a tool for managing the attainment



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of key objectives, milestones, timeline, as well as reviewing the progression of the proposed program throughout the duration of the project period. Start date October 1, 2014.

<b>Director-PD; Counselors-C; Social Worker-S; Partners-P; School Staff -SS; Evaluator-EV</b>			
<b>Activities/Milestone</b>	<b>Responsible</b>	<b>Timeline</b>	<b>Obj.</b>
Start Steering Committee convenes and discusses program and approach	PD	Mon. 1 – Quarterly	1, 2, 3
Hire Certified Counselors and Social Workers	PD, SS	Mon. 1 – 2	1, 2, 3
Develop and finalize Evaluator and Partner MOUs and/or contracts	PD,	Mon. 1 – 2 Annually	1, 2, 3
Identify professional development needs of staff, partners and council members and begin training	PD, P	Mon. 1 – 2 Ongoing	2, 1
Engage HOPE and Region One ESC to begin planning and training	PD, SS, P	Mon. – 2 Ongoing	2, 1
Meet with Counseling staff, principals and partners to develop Annual Master Schedule	PD, C, S, P, SS, EV	Mon. – 2 Annually	1, 2, 3
Counseling staff meets with External Evaluators	PD, C, S, EV	Mon. – 2	1, 2, 3
Evaluation team meets, formulates data collection plan, develops database and collects baseline data	EV	Mon. – 2 Annually	1, 2, 3
Market program and outreach to parents, students and community residents	C, S, SS, P	Mon. – 2 Ongoing	1, 2, 3
Identify at-risk students: assess aptitudes, skills, abilities and interest	C, S, SS, P	Mon. – 2 Annually	2
<i>Project ACHIEVE</i> Educator Training	C, S, SS, P	Mon. 2 – 3	1, 2, 3
Recruit participant parents of at-risk students to offer intensive services and referrals	C, S, SS, P	Mon. – 3 Ongoing	2
Implement program in-service with educators using the 40 Developmental Asset framework	C, S, SS, P	Mon. – 3 Annually	1
Counseling staff and partners begin identification, intervention and intensive services	C, S, P, SS	Mon. – 3 Ongoing	2, 1
Implement program components: Study skills, social skills and self-esteem development, decision – making, character education, anger management, etc.	C, S, P, SS	Mon. – 3 Ongoing	2, 1
Review, modify and implement ASCA Curriculum & Model tailored to each per classroom’s needs	PD, C, S, SS	Mon. – 3 Ongoing	1, 2, 3
Implement Region One ESC – Principal-Counselor Relationships, College and Career Assessment, etc.	C, S, P, SS	Mon. – 3 Ongoing	1, 2, 3
Engage at-risk struggling students in accelerated and extended instructional courses and lessons	C, P, SS	Mon. – 3 Ongoing	3
Utilize and Implement RtI approaches and <i>Project ACHIEVE</i>	C, S, P, SS	Mon. – 4 Ongoing	2, 1
SSC reviews activities, programs and services being implemented and modifies, as needed	C, S, P, SS	Mon. – 4 Quarterly	1, 2, 3
Attend the Grantee Meeting in Washington D.C. to build capacity and stay abreast of federal mandates	PD, EV	Mon. – 6 Annually	1, 2, 3



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Begin identification of at-risk students and appropriate referrals to entities	C, S, SS, P	Mon. – 6 Ongoing	2
Ongoing monitoring by administering surveys and collecting post data	EV, SS, P	Mon. – 8 Quarterly	2, 1
Compile and review data for program status to implement continuous improvement mechanisms	EV	Mon. – 10 Annually	1, 2, 3
Evaluate project and provide feedback for continuous improvement	EV, PD, SS	Mon. – 10 Ongoing	1, 2, 3
One-on-one teacher classroom advisement, guidance, coaching and mentoring	C, S, P, SS	Mon. 11 – Ongoing	1, 2, 3
Review, plan, tailor and incorporate lessons learned and best practices	PD, SS, P	Mon. 11 – Ongoing	1, 2, 3
Educator Summer Institutes to build capacity of all educators, administrators and partners	C, S, SS, P.	Mon. 11 – Annually	1
<b>Implement Year 2 with program adjustments</b>	<b>PD, C, S, SS</b>	<b>Sept – 2015</b>	<b>1, 2, 3</b>
Submit Annual Performance Report to USDOE	PD, EV	Oct – 2015	1, 2, 3
<b>Implement Year 3 and replication model</b>	<b>PD, C, S, SS</b>	<b>Sept – 2016</b>	<b>1, 2, 3</b>

The counseling staff and evaluators will monitor milestones regularly. Results will be discussed at SSC meetings and if needed, actions will be adopted to ensure milestones are met.

**Key Personnel:** In hiring personnel, SISD, as an equal opportunity employer, will seek candidates who have been traditionally underrepresented and are affiliated with the target population. SISD will ensure all persons regardless of gender, race, color, national origin, age or disability will have equal access to all employment opportunities and program services.

**Project Administrator:** Dr. Nelly Cantu, Assistant Superintendent (.15 Pro-bono) will supervise the Project Director. Dr. Cantu has over 24 years of educational experience including 19 years of successfully managing federal/state programs. Dr. Cantu’s credentials include a Doctorate and Masters both in Educational Administration and is certified in the RtI framework.

**Project Director (.15 FTE):** Ms. Leticia Garcia-Rios has over 18 years of extensive training, education and experience in academic programs. She currently serves as the Lead Elementary Counselor of SISD. Ms. Garcia-Rios has a Master of Education, Guidance and Counseling and Certifications in School Administration, Principal and Special Education Counselor. Prior, Ms. Garcia-Rios was an Assistant Principal, Teacher and Parent Specialist. Ms. Garcia-Rios will



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supervise the staff, coordinate services with partners while overseeing the daily operations and evaluation with guidance from the Steering Committee to ensure compliance with objectives.

**School Site Counselors (3.5 FTEs) (To-be-hired):** Required qualifications will include a Master's Degree in Counseling with a Texas state license and federal certification and a minimum of three years teaching experience and documented competence in counseling children, specifically minority, at-risk students in school settings. The counselors will coordinate all activities on campus and will implement and coordinate evidence-based programs (ASCA, RtI, etc.) at the campus level and will work closely with the Project Director, administrator, teachers and partners to provide appropriate programming for students and parents.

**Master Social Worker (1 FTE) (TBH):** Required qualifications will include a Master's Degree in Social Work with a Texas state license, certification from the Texas State Board of Examiners of Social Workers, and three years of experience working with minority and low-income children in school settings. He/she will implement evidence-based programs and serve as liaison between SISD and counseling providers. He/she will spend a majority of their time with students and parents and work with teachers to resolve issues interfering with school academics.

**External Evaluator:** SISD has selected EGT Institute, Inc. to conduct the rigorous evaluation. EGT has over 20 years of experience evaluating federal programs which includes numerous USDOE Counseling programs. EGT has the relevant academic training, expertise and knowledge of scientifically- based evaluation methodologies, implementation, technology and reporting mechanisms to effectively evaluate this program. EGT will be responsible for data collection, analysis, interpretation, recommendation and maintaining confidentiality controls.

**Hope Family Health Center and Region One ESC** have agreed to serve as professional trainers and technical consultants to *Project STart. HOPE* for over 18 years has successfully



steered thousands of youth and adults from destructive behaviors such as truancy, substance abuse, school failure and juvenile delinquency. **Region One ESC** has over 49 years of experience in school-based academic, guidance, capacity building, assessment and social developmental intervention strategies. These entities are very familiar with the **ASCA model and RtI framework** including the importance of school linkages with community-based organizations. (See Appendix F for all Resumes, Job Descriptions and Professional Portfolios).

***B. Adequacy of procedures for ensuring feedback and continuous improvement...***

**Coordination & Communication:** To ensure effective feedback mechanisms and continuous improvement, the Project Director will: 1) work with project staff on a daily basis to monitor progress, review benchmarks toward performance measures, and make improvements; 2) meet with teachers, principals and educators monthly to assess program fidelity at the campus level to ensure activities, services and programs are effectively being delivered and relevant to students, parents and educators needs, as proposed; 3) meet with the SSC and the evaluator on a quarterly basis to solicit feedback on project operation and evaluation; 4) assess program through interviews and open-ended surveys (educators, students, parents, and partners) to determine participant satisfaction levels and to monitor academic performance of participating students; 5) utilize current technology and management software daily to track and monitor project status and conduct on-going assessment of proposed objectives every month; and 6) review annual evaluation results and integrate improvements to increase the effectiveness of ***Project Start***.

The Project Director will seek participant feedback through a systematic process defined by the Continuous Improvement Management (CIM) Model developed by the U.S. Department of Education for the 21<sup>st</sup> Century Learning Centers Program. Ongoing implementation of this CIM evaluation process will involve the superintendent, director, evaluator, administrators, teachers, counselors, social workers, students, parents, and SSC (Appendix G – CIM Process Model).



**4. Quality of the Project Evaluation Plan**

**A. Methods of evaluation include objective performance measures related to outcomes....**

EGT, a highly qualified evaluator will lead the evaluation component. Evaluation of *Project Start* will be driven by the proposed goal, objectives, and anticipated outcomes below. In response to the **Absolute and Competitive Preference Priority 1**, the evaluation design will be formative and summative in nature and include a rigorous assessment of outcome measures.

**Formative and Summative Evaluation:** The primary questions to be addressed for formative evaluation will be: **Are project activities and tasks being performed as planned? If not, why not? What modifications are necessary?** The summative evaluation will address the project’s overall goal, three objectives and outcomes. The primary summative questions to be addressed will include: **Have the proposed objectives and outcomes been accomplished?**

**How do we verify these accomplishments?** The following tables outline the evaluation plan.

**Objective 1. Create an effective advocacy support system that involves educators, parents and community stakeholders in the academic and social development of all students.**

Annual Outcome	Focus	Gauge Progress
<b>1.1</b> Student to counselor ratio will decrease by <b>20%</b> from the baseline data of 672:1 ( <b>GPRA 1</b> ).	All Students and Counselor	Counselor/Student count and rosters
<b>1.2</b> The number of student disciplinary referrals and/or suspensions will decrease by <b>15%</b> from the baseline data – Linked to <b>Table 2</b> in needs and to attached assurance form ( <b>GPRA 2</b> ).	All Students	TEA PEIMS Campus level discipline data and annual survey -YSS
<b>1.3</b> The number of counseling hours of direct service per week will increase each year by <b>10%</b> over the baseline. Baseline will be set Oct. 2014.	All Students and Counseling staff	Counselor contact logs and annual survey - YSS.
<b>1.4</b> The number of teachers, counselors, and educators who participate in professional development aimed at counseling activities will increase by <b>20%</b> over the baseline of <b>58%</b> .	Teachers, Counseling and Administration staff	Annual educator survey, agenda, roster and session evaluation
<b>1.5</b> The number of parents involved in school-student activities will increase by <b>15%</b> over the baseline of <b>57%</b> .	Parent, Counseling staff and teachers.	Parent survey, agenda, roster and session evaluations
<b>1.6</b> Teachers will demonstrate an increased collaboration with counselors in addressing the academic and social needs of students by <b>20%</b> over the baseline. Baseline will be set Oct. 2014.	Counseling staff, teachers, educators	Teacher/counselor surveys, student survey (YSS) and PEIMS campus data



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**Objective 2. Improve the attitude, character, integrity, loyalty and engagement of all students, particularly for at-risk, troubled students with numerous disciplinary issues.**

<b>Annual Outcome</b>	<b>Focus</b>	<b>Gauge Progress</b>
<b>2.1</b> Students who report not feeling safe, being bullied, in a fight, or carrying a weapon will decrease by <b>10%</b> from the baseline – Linked to <b>Table 4</b> in needs.	All Students, At-risks students, Counseling staff and partners	Student survey (YSS), Campus discipline data
<b>2.2</b> Students who report resolving conflicts in a safe and responsible manner without fighting will increase by <b>15%</b> over the baseline – Linked to <b>Table 4</b> in needs.	At-risks students, Counseling staff	Student survey (YSS), Campus discipline data
<b>2.3</b> Students who report incidence of using alcohol, cigarettes, marijuana or other drugs/substances will decrease by <b>10%</b> from the baseline – Linked to <b>Table 5</b> in needs.	All Student, At-risks students, Counseling staff	Student survey (YSS), teacher survey, STAAR
<b>2.4</b> Students who report incidence of thinking or attempting suicide, feeling sad or resolving problems on their own will decrease by <b>10%</b> from the baseline – Linked to <b>Table 6</b> in needs.	All Students, Counseling staff	Campus discipline data, teacher survey
<b>2.5</b> Students who demonstrate a positive attitude toward school and learning will increase by <b>15%</b> over the baseline. *	All Students, At-risks students and parents	Student survey (YSS), Campus discipline data
<b>2.6</b> Students who acknowledge an increase of support from school counselors and teachers in regards to their academic and social well-being will increase by <b>15%</b> over the baseline.*	All Students, counseling staff, teachers and educators	Student survey (YSS), teacher survey, STAAR
<b>2.7</b> Students who acknowledge an increase of academic and personal support from parents will increase by <b>20%</b> over the baseline.*	All Students and parents	Student survey (YSS), parent and teacher surveys
* A recent YSS was disseminated in January 2014 and the results are not yet available. Baseline for a few of the outcomes above will be established in October 2014 upon award.		

**Objective 3. Improve the academic performance, skills and knowledge of all students, particularly for at-risk struggling students.**

<b>Annual Outcome</b>	<b>Focus</b>	<b>Gauge Progress</b>
<b>3.1</b> Students will demonstrate an increase in Math and Science (Level II) scores by <b>15%</b> and <b>10%</b> over the baseline of <b>53%</b> and <b>46%</b> , respectively.	At-risk, low-income struggling students	STAAR-EOC and TEA TAPR data
<b>3.2</b> Students will demonstrate an increase in Reading and Writing (Level II) scores by <b>15%</b> and <b>15%</b> over the baseline of <b>52%</b> and <b>50%</b> , respectively.	At-risk, low-income struggling students	STAAR-EOC and TEA TAPR data

**Data collection:** The Project Director and evaluator will collect the data. Quarterly pre- and post-surveys, focus groups and interviews of students, parents, teachers, counselors, and staff

will provide baseline and programmatic data about the fidelity and effectiveness of activities, as Sharyland ISD. . . . *Schools Taking Action to Resolve Trouble* 23



well as provide the basis for program improvements. Data on delivery methods will include data about schedule, number of students, educators (including counselors, administrators, teachers, and project staff) and parents who received services, their satisfaction levels, and the demonstrated competencies achieved by students.

School-based data will be collected quarterly to assess the outcomes. For GPRA measure 1 (student/counselor ratio), data on the number of students served by each counselor and social worker will be collected by the evaluator monthly. For GPRA measure 2 (% of student disciplinary referrals/suspensions), school-level data on the number of disciplinary violations, suspensions, expulsions, and referrals will be collected by the evaluator on a monthly basis. For student-based data, referrals for behavior issues and academic achievement (including academic test scores on standardized tests), assessment of developmental assets, as well as other indicators of outcomes will be collected quarterly by the evaluator and the Project Director.

Quarterly classroom observations of instructional strategies employed by teachers will also be undertaken by the principals. Annual pre- and post-surveys of participating teachers, administrators, and staff will gauge the effectiveness of professional development sessions and teacher satisfaction levels. The extent of parent participation in school-sponsored events such as family nights, parenting classes, and program leadership meetings (advisory council, etc.) as well as evidence of increased engagement of parents in their child's educational process will be collected monthly through attendance logs and pre- and post-surveys of parents.

**Analysis:** After data is collected, it will be analyzed to determine the impact of *Project Start*. Data analyses will include program descriptive data as independent variables, school descriptive data measures as covariates, and outcome data as dependent variables. Assessment by baseline versus post-activity comparison data, pre-post surveys, attendance and disciplinary violations data, test scores and class grades, student behavior data, student/counselors ratio,



student portfolio data, attitude surveys of students, assessment of developmental assets, parent/guardian feedback, professional development satisfaction data, classroom observations, and behavioral/attitudinal checklists will provide necessary data to measure the proposed outcomes. Individual student development will be evaluated by assessing students' academic performance in core subject areas (quarterly), the types of information and services provided to each student, categorized by gender, age, and grade level (monthly), and the nature of student plans and/or outcomes that result from those activities (quarterly). Analysis of responsive services data will include a tally of students seen individually and in groups (monthly), the kinds of concerns they have had (monthly), the number disciplinary violations, suspensions, and referrals to other alternative programs (monthly), and the number of parent/guardian consultations that were conducted (monthly). System support data will be analyzed on a monthly basis by reviewing the degree of effectiveness of professional development, support services, partnership, and outreach activities. In addition, evaluation will assess if the proposed delivery system is truly relevant to the cultural and linguistic needs of the target students and families.

***B. Evaluation provides feedback and permits periodic assessment of progress...***

As described in Section C (B), the Project Director will play a crucial role in seeking feedback and conducting periodic assessment. The Project Director will work with the evaluator, SSC, staff, educators, and partner representatives to analyze evaluation data, including input, process, and outcome data. Data-driven decision making will be an important aspect of ***Project Start***. Thus, data collected through evaluation will be utilized to produce timely results related to desired outcomes. The evaluator will work closely with the Project Director to ensure survey instruments are administered correctly and data is appropriately collected to track outcomes. The evaluator and the Project Director will provide a quarterly synthesis of evaluation data to SSC as well develop annual reports to U.S. Department of Education. (Appendix H – Cited References).

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## *Project Start* Letter of Commitment

As Superintendent of Sharyland Independent School District, I am fully committed to the partnerships and the overall administration of the Counseling Program. Sharyland Independent School District's *Project Start (Schools Taking Action to Resolve Trouble)* will implement a comprehensive counseling program that reduces risk behavior, builds character, increases academic performance and establishes a learning environment where families are supportive and students feel safe and learn.

Sharyland Independent School District will commit to full participation in the program's stated purpose and goals:

- 1) Create an effective advocacy support system that involves educators, parents and community stakeholders in the academic and social development of all students.
- 2) Improve the attitude, character, integrity, loyalty and engagement of all students, particularly for at-risk, troubled students with numerous disciplinary issues.
- 3) Improve the academic performance, skills and knowledge of all students, particularly for at-risk struggling students.
- 4) Student to counselor ratio will decrease by 20% over the baseline data of 672:1; and,
- 5) The number of student disciplinary referrals and/or suspensions will decrease by 15% over the baseline data.

As Superintendent, I agree to:

- 1) ensure that all activities are in accordance with Sharyland Independent School District policies, procedures, rules and regulations;
- 2) actively participate and engage in *Start* Steering Committee;
- 3) ensure that GPRA measures are met;
- 4) report regularly to the Board of Trustees regarding the status of the project;
- 5) ensure that resources are leveraged and allocated effectively to maximize all resources available to *Project Start*;
- 6) ensure that *Project Start* is an integral part of Sharyland Independent School District's daily educational activities;



- 7) ensure that administrative staff are not discriminating against, counselors, teachers, students, and parents who wish to participate in the program;
- 8) ensure that the assistant superintendent and staff are in accordance with all U.S. Department of Education, Education Department Administrative Requirements (EDGAR) regulations; and
- 9) ensure that the program director and staff are working with the independent external evaluator to implement the comprehensive rigorous, project evaluation that will assess progress, accomplishments, challenges and efficiency for continuous improvement measures.

I accept the terms of this commitment and have mutually agreed to work with the schools and staff to implement the Counseling Program. It is further understood that this agreement shall become effective upon signature.

(b)(6)

Signature

4/10/14

Date

Dr. Virginia N. Richter  
Sharyland Independent School District  
Superintendent



## ***Project Start*** **Letter of Commitment**

As Assistant Superintendent of Sharyland Independent School District, I am fully committed to the partnerships and the administration of the Counseling Program. Sharyland Independent School District's ***Project Start (Schools Taking Action to Resolve Trouble)*** will implement a comprehensive counseling program that reduces risk behavior, builds character, increases academic performance and establishes a learning environment where families are supportive and students feel safe and learn.

Sharyland Independent School District will commit to full participation in the program's stated purpose and goals:

- 1) Create an effective advocacy support system that involves educators, parents and community stakeholders in the academic and social development of all students.
- 2) Improve the attitude, character, integrity, loyalty and engagement of all students, particularly for at-risk, troubled students with numerous disciplinary issues.
- 3) Improve the academic performance, skills and knowledge of all students, particularly for at-risk struggling students.
- 4) Student to counselor ratio will decrease by 20% over the baseline data of 672:1; and,
- 5) The number of student disciplinary referrals and/or suspensions will decrease by 15% over the baseline data.

As **Assistant Superintendent**, I agree to:

- 1) ensure that all activities are in accordance with Sharyland Independent School District policies, procedures, rules and regulations;
- 2) actively participate and engage in ***Start*** Steering Committee;
- 3) ensure that GPRA measures are met;
- 4) report regularly to the Board of Trustees regarding the status of the project;
- 5) ensure that resources are leveraged and allocated effectively to maximize all resources available to ***Project Start***;
- 6) ensure that ***Project Start*** is an integral part of Sharyland Independent School District's daily educational activities;



- 7) ensure that administrative staff are not discriminating against, counselors, teachers, students, and parents who wish to participate in the program;
- 8) ensure that the assistant superintendent and staff are in accordance with all U.S. Department of Education, Education Department Administrative Requirements (EDGAR) regulations; and
- 9) ensure that the program director and staff are working with the independent external evaluator to implement the comprehensive rigorous, project evaluation that will assess progress, accomplishments, challenges and efficiency for continuous improvement measures.

I accept the terms of this commitment and have mutually agreed to work with the schools and staff to implement the Counseling Program. It is further understood that this agreement shall become effective upon signature.

(b)(6)

Signature

4-10-14

Date

Dr. Nereida N. Cantu  
Sharyland Independent School District  
Assistant Superintendent for Curriculum & Instruction



## ***Project Start*** **Letter of Commitment**

As a faculty member of the Sharyland Independent School District and as Project Director of ***Project Start***, I am fully committed to the partnerships, coordination and collaboration of the Sharyland Independent School District's ***Project Start (Schools Taking Action to Resolve Trouble)*** ***Project Start*** will implement a comprehensive counseling program that reduces risk behavior, builds character, increases academic performance and establishes a learning environment where families are supportive and students feel safe and learn.

Sharyland Independent School District will commit to full participation in the program's stated purpose and goals:

- 1) Create an effective advocacy support system that involves educators, parents and community stakeholders in the academic and social development of all students.
- 2) Improve the attitude, character, integrity, loyalty and engagement of all students, particularly for at-risk, troubled students with numerous disciplinary issues.
- 3) Improve the academic performance, skills and knowledge of all students, particularly for at-risk struggling students.
- 4) Student to counselor ratio will decrease by 20% over the baseline data of 672:1; and,
- 5) The number of student disciplinary referrals and/or suspensions will decrease by 15% over the baseline data.

As **Project Director**, I agree to:

- 1) oversee the overall project implementation, operations and assure it is in compliance with the rules, regulation and is on track with contractual performance outcomes;
- 2) actively lead and participate in the ***Start*** Steering Committee;
- 3) ensure that GPRA measures are met;
- 4) coordinate and facilitate the implementation of the Counseling Program activities within Sharyland Independent School District;
- 5) ensure that all activities are in accordance with the U.S. Department of Education, Education Department General Administrative Regulation (EDGAR);



- 6) ensure the resources are allocated effectively and aligned with the proposed goals and objectives;
- 7) not discriminate against counselor, teachers, social workers, students, and parents;
- 8) ensure that all expenditures are allowable and in accordance with OMB circulars;
- 9) work with all community-based organizations in the delivery of appropriate services to target population;
- 10) prepare and deliver presentations to various stakeholder groups;
- 11) work with the staff and independent external evaluator to implement the comprehensive rigorous, project evaluation that will assess progress, accomplishments, challenges and efficiency for continuous improvement measures; and
- 12) attend and participate as required in the project director's meeting the first year of the project and attend the OSHS National Conference each year for the duration of the project.

I accept the terms of this commitment and have mutually agreed to work with the schools and staff to implement the Counseling Program. It is further understood that this agreement shall become effective upon signature.

(b)(6)

Signature

4/10/14  
Date

Ms. Leticia Garcia-Rios  
Project Director



# Hope Family Health Center

Strengthening Families Through Mind, Body and Spirit

2332 Jordan Rd.  
McAllen, Texas 78503

956.994.3319  
956.971.9377

hopefamilyhealthcenter@gmail.com  
www.hopefamilyhealthcenter.org

April 7, 2014

Dr. Virginia N. Richter Superintendent  
Sharyland Independent School District  
1106 N. Shary Road  
Mission, TX 78572

Dear Dr. Richter,

Hope Family Health Center is pleased to write a letter of support for your Elementary and Secondary Counseling Program through the U.S. Department of Education. As a medical and counseling center that serves the community along the South Texas border, Hope Family Health Center is committed to collaborating with the schools in the Sharyland Independent School District (SISD) to provide educational opportunities to students of all ages.

Hope Family Health Center welcomes the opportunity to partner with SISD to provide professional development opportunities for the Elementary and Secondary Counseling Program.

Hope Family Health Center strives to improve our community's physical health and emotional well-being for a lifetime by providing comprehensive, affordable quality counseling and health care services while responding to the changing needs of our community and respecting the dignity, values, and culture of the individual. Our scope of practice incorporates the above in order to provide all our patients with an integrated outpatient counseling program. Once awarded the grant, Hope Family Health Center will partner with SISD to provide a professional development plan to fulfill the goals of the grant.

We appreciate the opportunity to participate in this very important initiative. If we can be of any further assistance, please do not hesitate to contact me at 956-994-3319.

Sincerely,  
(b)(6)

Rebecca E. Stocker, LCSW  
Executive Director



# Region One Education Service Center

1900 W. Schunior ♦ Edinburg, TX 78541 ♦ Phone (956) 984-6000 Fax (956) 984-7655

Cornelio Gonzalez, Ph.D.  
Executive Director

April 7, 2014

Dr. Virginia N. Richter Superintendent  
Sharyland Independent School District  
1106 N. Shary Road  
Mission, TX 78572

Dear Dr. Richter:

Region One Education Service Center is pleased to write a letter of support for your Elementary and Secondary Counseling Program through the U.S. Department of Education. As the education service center that serves the school districts along the south Texas border, Region One Education Service Center is committed to collaborating with the schools in our Region to provide educational opportunities to students of all ages.

Region One Education Service Center welcomes the opportunity to partner with Sharyland Independent School District (SISD) to provide professional development opportunities for the Elementary and Secondary Counseling Program.

Region One Education Service Center has the reputation of successfully supporting professional counselors and educators with highly effective programs and practices such as a comprehensive Behavior Strategist Program that's offers a certification to professionals that support the mental health and well being of students within the district. Region One ESC is committed to and fully supports the SISD request for a U.S. Department of Elementary and Secondary Counseling Program. Region One Education Service Center provides ongoing workshops, professional development, technical assistance and support to public school counselors, teachers and students. Once awarded the grant, Region One Education Service Center will partner with SISD to provide a professional development plan to fulfill the goals of the grant.

We appreciate the opportunity to participate in this very important initiative. If we can be of any further assistance, please do not hesitate to contact me at 956-984-6245.

Sincerely,

(b)(6)

Cornelio Gonzales, Ph.D.  
Executive Director

## School Profile

School	# Counselor	# Students	# Hispanic	# Low-Income	# At-Risk	EL
Bentsen	1	600	572	432	343	270
Garza	1	681	640	560	372	218
Hinojosa	1	557	511	273	387	341
Jensen	1	697	687	613	477	345
Martinez	1	676	627	469	358	274
Shary	1	774	692	386	316	196
Shimotsu	1	734	605	241	357	321
Wernecke	1	659	606	405	335	223
<b>Total</b>	<b>8</b>	<b>5,378</b>	<b>4,940</b>	<b>3,379</b>	<b>2,945</b>	<b>2,188</b>

### Sharyland ISD 2013 STAAR Results

Entities	All Subjects	Math	Science	Reading	Writing
<b>Target Schools - Level II</b>	<b>52%</b>	<b>53%</b>	<b>46%</b>	<b>52%</b>	<b>50%</b>
State Student Scores	77%	79%	82%	80%	63%

## Reporting and Accountability

Successful Applicants with multi-year grants must submit an **annual performance report** demonstrating their progress in meeting approved project objectives. Grantees must also provide the most current financial and performance measure data for each year of the project.

At the end of the project period, applicants will also be required to submit a **final performance report**.

Under the Government Performance and Results Act (GPRA), the following performance indicators have been established to evaluate the overall effectiveness of the Elementary and Secondary School Counseling program:

**The GPRA measures for this program are:**

- 1. The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.**
- 2. The average number of referrals per grant site for disciplinary reasons in schools participating in the program.**

The GPRA measures constitute the way in which the Department will measure the success of this initiative. Consequently, applicants for a grant under this program should give careful consideration to these measures in developing their projects, and particularly to how they will collect and report data for these measures. Grantees will be expected to collect and report data to the Department in their annual performance report and final performance reports ([www.ed.gov/fund/grant/apply/appforms/ed524b\\_coverfill.pdf](http://www.ed.gov/fund/grant/apply/appforms/ed524b_coverfill.pdf) and [www.ed.gov/fund/grant/apply/appforms/ed524b\\_statusfill.pdf](http://www.ed.gov/fund/grant/apply/appforms/ed524b_statusfill.pdf)).

We will aggregate data provided by grantees for these GPRA measures and use these data for a variety of purposes, including developing future budget proposals and improving the performance of the program. We also will share this performance data with Congress, and may publish results from individual grants to illustrate how grant sites are making progress toward program objectives.

**Applicants must provide baseline data for their GPRA measures as part of their application.** Please use the most recent data available and indicate the year in which the data was collected. Below is a sample table for each GPRA measure. Applicants are encouraged to use the tables below to provide the required baseline data.

**GPRA 1: The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute.**

Schools participating in the grant	Students enrolled (Baseline) (2012-2013)	Number of Child-adolescent psychiatrists (Baseline) (2012-2013)	Number of School Psychologists (Baseline) (2012-2013)	Number of School Counselors (Baseline) (2012-2013)	Number of School Social Workers (Baseline) (2012-2013)	Number of Other Qualified Mental Health Professionals, if any (Baseline) (2012-2013)
Bentsen	607			1		
Garza	685			1		
Hinojosa	540			1		
Jensen	713		1	1		
Martinez	684			1		
Shary	780			1		
Shimotsu	724			1		
Wernecke	676			1		
<b>TOTALS</b>	<b>5,409</b>	<b>0</b>	<b>1</b>	<b>8</b>	<b>0</b>	<b>0</b>

**GPRA 2: The average number of referrals per grant site for disciplinary reasons in schools participating in the program.**

Schools participating in the grant	Number of students Enrolled (Baseline) (2012-2013)	Number of referrals for disciplinary reasons in schools participating in the grant (Baseline) (2012-2013)
Bentsen	607	350
Garza	685	412
Hinojosa	540	289
Jensen	713	225
Martinez	684	415
Shary	780	456
Shimotsu	724	503
Wernecke	676	398

**Note: Baseline number of referrals for disciplinary reasons**

- The number of referrals for disciplinary reasons must include all incidents in which a student was referred to school personnel (including, but not limited to, the principal, the

vice principal, school security, and guidance counselors) for violations of the school's discipline code.

- The number reported must be the number of referrals for disciplinary reasons, **not** the number of students referred or the number of disciplinary actions taken.
- The number reported must include all referrals for the entire 2012-2013 school year.
- The number reported must include all referrals from all schools targeted for grant services. Do not include referrals from schools not targeted for grant services.
- The number reported must include all referrals from all grades in schools targeted for grant services.

For specific requirements on grantee reporting, please go to the ED Performance Report Form 524B at <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

**Program Specific Assurances**

If you are submitting an electronic application, you must print out the form below, complete, and either upload all signed forms to the Other Attachments Form or fax it (along with the ED 424 and other forms) to the Office of Safe and Healthy Students at 202-453-6742 within 3 working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form.

**As the duly authorized representative of the applicant, I certify that the applicant shall assure that:**

1. the funds made available for any fiscal year will be used to supplement, and not supplant, any other Federal, State, or local funds used for providing school-based counseling and mental health services to students;
2. the applicant will appoint an advisory board composed of interested parties, including parents, teachers, school administrators, and counseling service providers, and community leaders to advise the local educational agency on the design and implementation of the counseling program; and
3. Federal funds will be used to establish or expand mental health services by hiring qualified school counselors, school social workers, school psychologists, other qualified psychologists, or child and adolescent psychiatrists and these professionals will spend a majority of their time counseling students or in other activities directly related to the counseling process as outlined in the program statute.

(b)(6)

**Signature of Authorized Certifying Official**

**Superintendent**

**Title**

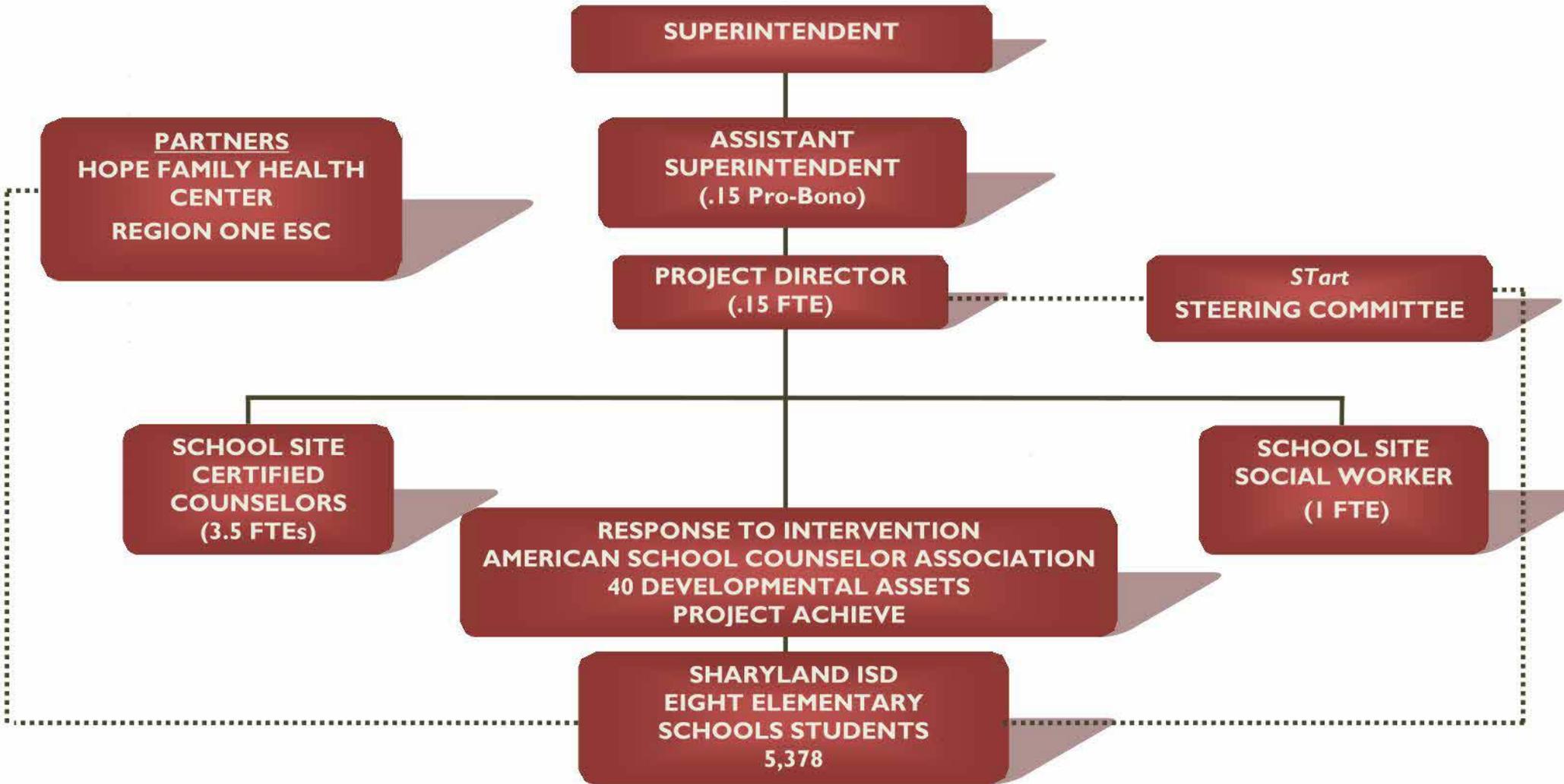
**Sharyland Independent School District**  
**Applicant Organization**

**April 11, 2014**  
**Date Submitted**

# ORGANIZATIONAL CHART

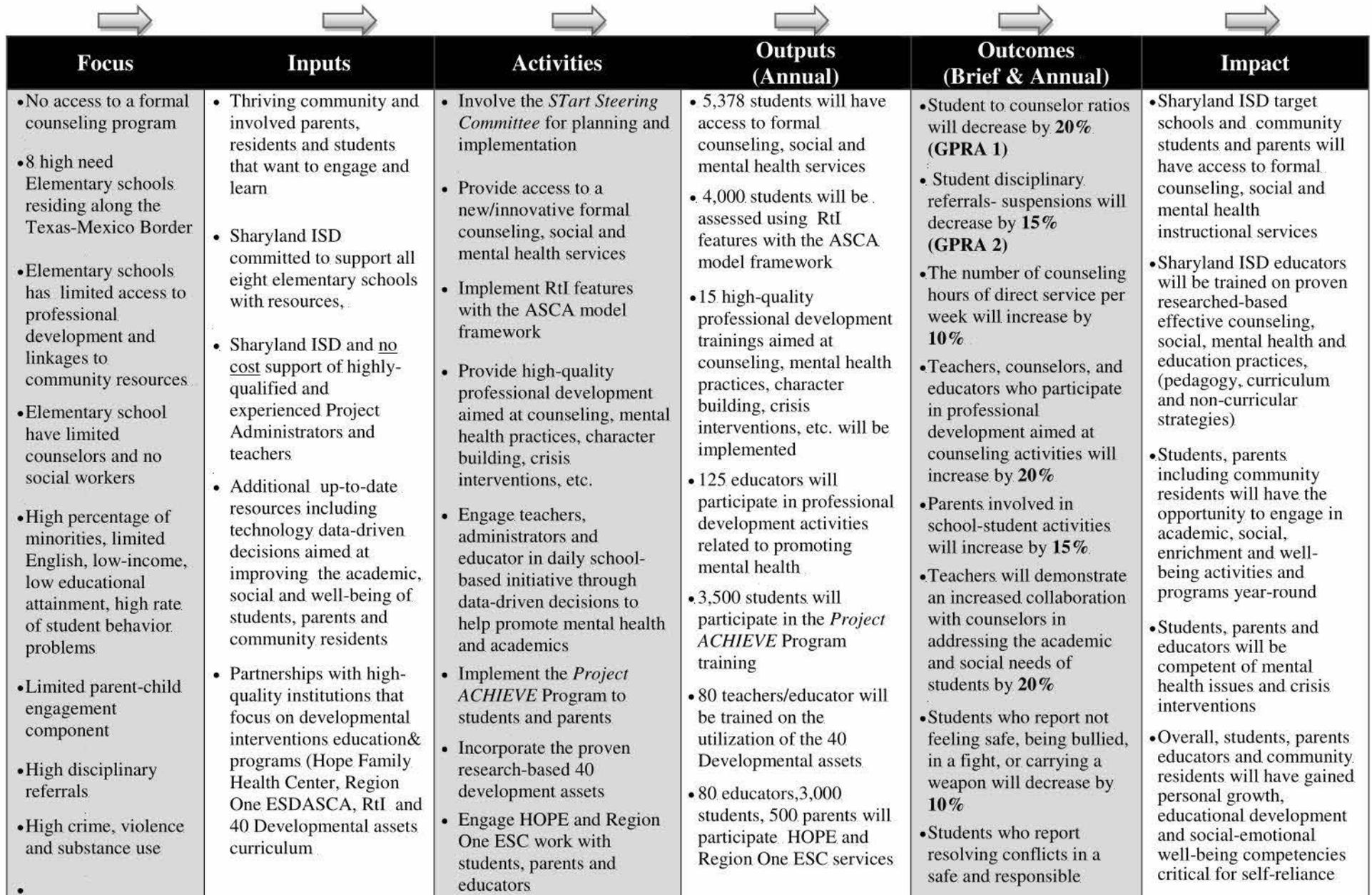
Sharyland Independent School District

## *PROJECT Start*



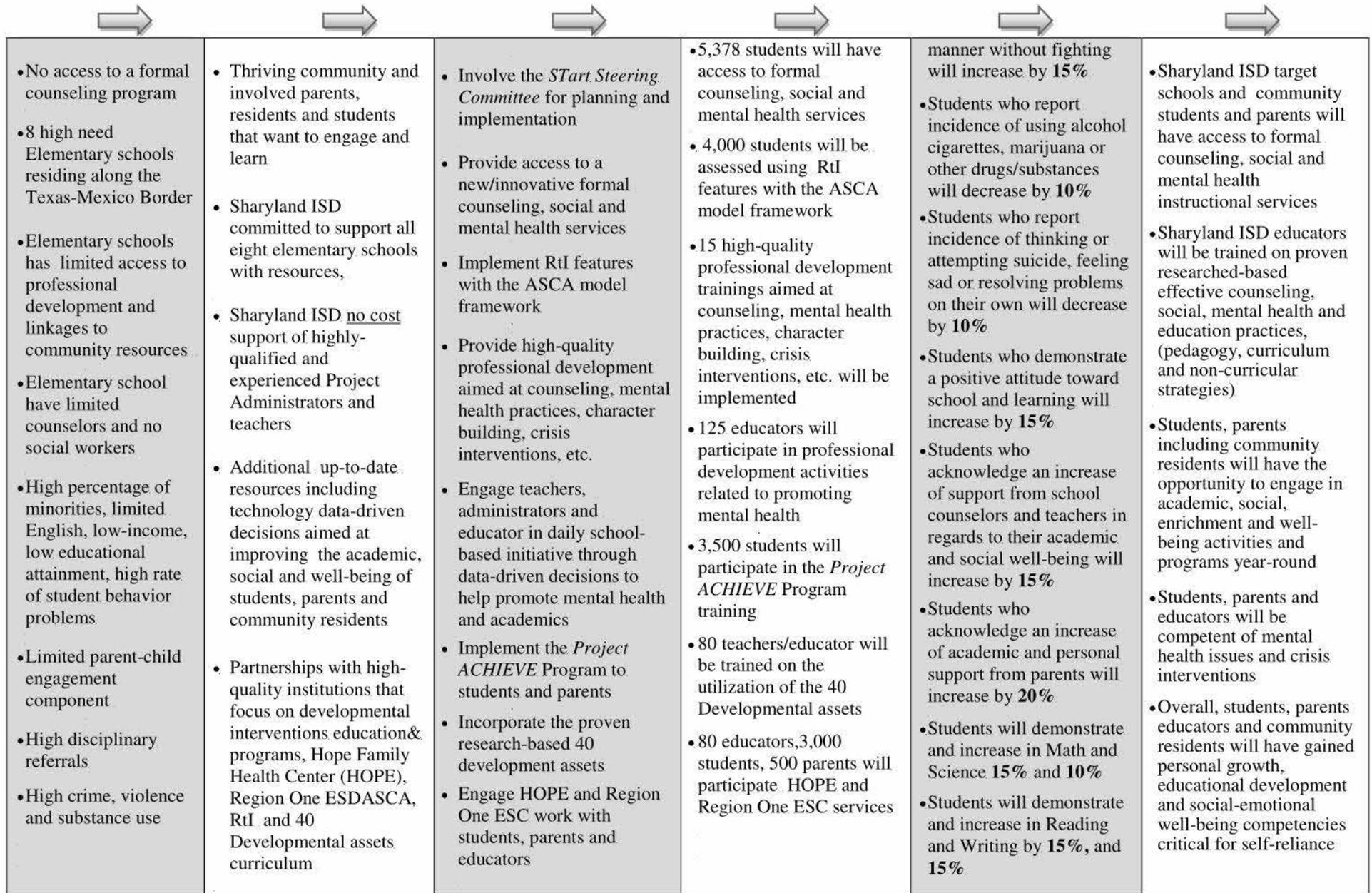
**Highly Qualified External Evaluator**  
Formative and Summative, Outcome and Process Evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups and interviews, Multiple Regression Analysis, Diagnostic conclusions, Formal

# Project *STart* LOGIC MODEL



**External Evaluator**  
 Outcome and Process Evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups and interviews, Multiple Regression Analysis, Diagnostic conclusions, Formal Recommendation Reports, Required Annual Performance Reports, Program and Evaluation Modifications

# Project *ST*art LOGIC MODEL



**External Evaluator**

Outcome and Process Evaluation, Baseline data, Pre & Post Assessments, Surveys, Observation Rubric, Focus groups and interviews, Multiple Regression Analysis, Diagnostic conclusions, Formal Recommendation Reports, Required Annual Performance Reports, Program and Evaluation Modifications

## Dr. Nereida “Nellie” Cantu

### Biographical Data

Address:  
Telephone:  
D.O.B.:  
Marital Status:  
Health:

(b)(6)

### Education

Doctor of Education, Ed.D.

University of Texas-Pan American, Edinburg, Texas, May 2007.

Superintendent’s Certificate

University of Texas-Pan American, Edinburg, Texas, July 2002.

M.Ed., Education

University of Texas-Pan American, Edinburg, Texas, August 1994.

B.A., Elementary Education and English

University of Texas-Pan American, Edinburg, Texas, December 1990.

Deans List Recognition

Diploma, Edinburg High School, Edinburg, Texas, May 1994.

Honor Student and Top Ten Percent of Graduating Class

Class rank number 22 of 631 graduates.

### Employment History

**Feb. 2013 – Present**

Assistant Superintendent for Curriculum and Instruction  
Sharyland Independent School District  
Mission, Texas 78572

Description: Coordinate and vertically align Pre-K through 12<sup>th</sup> grade curriculum instruction (ELA, Math, Science, Social Studies, Career and Technology, Special Education, Bilingual Education, Migrant Program, and Dyslexia). Collaborate and integrate state standards in all courses offered in Sharyland ISD.

**Sept. 2010 – Dec. 2012**

**Deputy Chief Academic Officer**  
Denver Public Schools  
Denver, CO 80203

Description: Coordinate curriculum and instruction for all content areas in Denver Public Schools (Math, Science, Literacy, Humanities, Early Childhood Ed., Gifted and Talented Program and English Language Acquisition Department). Collaborate cross-functionally amongst various departments to ensure equity of services to all children.

**Sept. 2007 – Sept. 2010 Superintendent of Educational Programs**

Southwest Key Programs, Inc.  
Austin, Texas 78739

Description: Coordinated educational programs for a national, non-profit organization including the completion of a Texas mandated charter school application. The application was awarded earning the highest ratings of all applications submitted in 2008. As superintendent, completed budget, HR, facilities, and curriculum needs for instructional programs as outlined by the Texas Education Agency.

**Sept. 2004 – Sept. 2007 Assistant Superintendent for Curriculum and Instruction**

Donna ISD  
Donna, Texas 78537

Description: Coordinated all grants, curriculum writing, benchmark assessments, and data-driven decision making for all elementary and secondary campuses in the district. Utilized data to identify needs, develop plans of action, and implement research-based methods and strategies resulting in increased student performance, specifically low-income, minority students.

**Sept. 2000-Sept. 2004 Director of Elementary Curriculum**

Donna ISD  
Donna, Texas 78537

Description: Coordinated, developed and prepared aligned curriculum guides to facilitate the instructional process for elementary campuses. Monitored and tracked progress for each instructional program on a six weeks basis. Collaborated, planned, and strategized with principals/directors all components in an instructional setting (personnel, facilities, budgets, curriculum, and staff development)

**July 1996 - Sept. 2000 Principal**

Canterbury Elementary School  
Edinburg CISD

**1996, Summer I**  
**1995, Summer I**

**Assistant Professor, Education Department**  
University of Texas-Pan American

Edinburg, Texas

- August 1995-1996**      **Assistant Principal**  
South Palm Gardens High School  
Weslaco ISD
- May 1994-July 1995**      **Instructional Facilitator**  
Roosevelt Intermediate School  
Weslaco ISD
- Sept. 1991-May 1994**      **Coordinator/Teacher**  
Edinburg North High School  
Industrial Cooperative Program
- Summer, 1993**      **Alternative Program for Middle School Students**  
Reading Teacher  
Edinburg CISD, Sixth Grade Campus
- Summer, 1992**      **English III Teacher**  
Edinburg North High School
- Sept. 1990-May 1991**      **4th Grade Bilingual Teacher**  
Sam Houston Elementary  
Edinburg, Texas

#### **Professional Seminars**

- Jan., 2012      DaVita Way of Leadership  
Florissant, CO
- July, 2011      Public Education Leadership Project, (PELP)  
Harvard Business School
- April, 2011      Essential Leaders Program  
Denver, CO
- Dec. 2011      Learning Forward Conference  
Anaheim, CA
- Nov. 2010      Urban District Leadership Network, Aspen Institute  
Baltimore, MD
- Nov. 2010      Addressing ELL Instructional Needs  
Salt Lake City, UT
- Sept. 2008      Budget Boot Camp, Region 13
- Aug. 2003-2007      District Coordinator: Reading First Grant

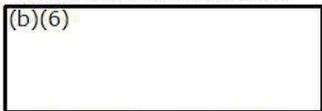
July 2001-May 2004	District Coordinator: Accelerated Schools Project
May, 2002	Evaluating Professional Development (Alignment to District Needs) ASCD Conference, Albuquerque, NM

## **Accomplishments**

I pride myself in the past accomplishments and consider them as evidence of what I can accomplish today and tomorrow. The following is a summary of my experiences:

- Experiences with staffing, fiscal responsibilities, program designs, professional development, program compliance/evaluation, and accountability for the following programs: Bilingual/ESL, Title I, Title III, Homeless, Migrant Education, and Safe & Drug Free Schools & Communities;
- Experiences with the supervision, evaluation and implementing professional development opportunities for licensed and classified staff on ESL, ELA Program Models, equity, sexual harassment, postsecondary opportunities, and family & community involvement;
- Experiences in assisting schools with the implementation of Bilingual, ESL, Title I, and Title I School-wide programs;
- Experiences in collaborating with institutions of higher education with Teacher Endorsement (ESL/Bilingual), advisory committees;
- Experiences in the use of multiple data sources for program evaluation, needs assessment, surveys, and district planning for federal/state programs; and
- Experiences with serving on state department of education advisory committees or task force for: Title I, English Language Acquisition, Closing the Achievement Gap

**Leticia Garcia-Rios**



[lgarcia1@sharylandisd.org](mailto:lgarcia1@sharylandisd.org)

**Education**

May 2004 Completion of School Administration Program  
*Texas A&M University-Kingsville, Kingsville, Texas*

Certification, Principal (EC-12)  
*Texas A&M University-Kingsville, Kingsville, Texas*

May 1999 Master of Education, Guidance and Counseling  
*Texas A&M University-Kingsville, Kingsville, Texas*

Certification, Special Education Counselor (PK-12)  
*Texas A&M University-Kingsville, Kingsville, Texas*

August 1996 Bachelor of Science, Interdisciplinary Studies  
*Texas A&M University-Kingsville, Kingsville, Texas*

Certification, Elementary Self-Contained (1-8)  
Certification, Reading (1-8)  
Certification, Bilingual/ESL (1-8)  
*Texas A&M University-Kingsville, Kingsville, Texas*

**Professional Experience**

**2010-Present Elementary Counselor (Grades PK-6<sup>th</sup> Grade)**

Sharyland ISD

Feb. 2014-Present Olivero Garza, Sr. Elementary

2010- Feb. 2014 Lloyd & Dolly Bentsen Elementary

*Duties/Responsibilities*

- Campus Bilingual Coordinator
- Campus RTI Coordinator
- SBDM Representative
- UIL Coach
- Duty Scheduling
- Class Rosters
- Staff Development
- Attended Administrator & Teacher District Rigor Trainings
- Assist with STAAR Testing

- Assist with Student Discipline
- MOY & EOY Permanent Record Review
- Special Education ARDS
- Coordinated Book Publishing Project
- Classroom Guidance Lessons
- Individual/Group Counseling Sessions
- Recruited Partners in Excellence for Campus

**2008-2010**     **Assistant Principal (Grades 6-11<sup>th</sup>)**  
IDEA Quest College Preparatory School

*Duties/Responsibilities*

- Campus Support Coordinator
- Testing Coordinator
- Academic Coach
- Disciplinarian
- LPAC Coordinator
- Teacher Observations/Evaluations
- Staff Development Coordination
- Grade Level Meetings
- Student Supervision
- Grade Placement Review Committee Chairperson
- Special Education/ARD's
- Parent Conferences
- Campus Coordinator for Sylvan Program

Summer 2009 **Intensive Summer Program Principal (Elementary & Secondary)**  
IDEA Quest Academy & College Prep

*Duties/Responsibilities*

- Recruit students/teachers for summer program
- Coordinate schedules
- Coordinate Summer TAKS Testing
- Monitor & Supervise teachers & students

**2007-2008**     **Assistant Principal (Grades Pk-6<sup>th</sup>)**  
Bryan Elementary, Mission CISD

*Duties/Responsibilities*

- Textbook Coordinator
- LPAC Coordinator
- SAP Chairperson
- Curriculum and Instruction
- PDAS Evaluations
- Teacher Observations/Walkthroughs

- Staff Development Coordination
- Lesson Plan Review
- Grade Level/Vertical Team Meetings
- Student Discipline
- Grade Placement Review Committee
- Campus Instructional Leadership Team
- Tutorial Program
- Special Education/ARD's
- Building Maintenance/Safety

**2006-2007**     **Elementary Supervisor (Grades Pk-5<sup>th</sup>)**  
Escandon Elementary, La Joya ISD

*Duties/Responsibilities*

- Testing Coordinator
- LPAC Coordinator
- PDAS Evaluations
- Teacher Observations/Walkthroughs
- Coordination of E-Assessments (ESL)
- Lesson Plan & Gradebook feedback
- Monitored Assessment Tracking Sheets
- Student Progress Monitoring
- Staff Development Coordination
- Special Ed/ARD's
- Conduct Faculty Mtgs., Grade-Level Mtgs., SBDM Mtgs.

**1999-2006**     **Elementary Counselor (Grades Pk-5<sup>th</sup>)**  
McAuliffe Elementary, McAllen ISD

*Duties/Responsibilities*

- Special Education Coordinator
- Section 504 Coordinator
- Dyslexia Coordinator
- MAST Coordinator
- Certified Behavior Strategist
- Certified Mediator
- SBDM Member
- Classroom Guidance Lessons
- Individual/Group Counseling Sessions
- Student discipline
- Attendance Monitoring Program
- Grade –level meetings
- Staff Development on Systems of Support Modules, Differentiated Instruction, Crisis Management, Sexual Harassment, SB1196

- Develop BIP's and IIP's for struggling students

Summer 2005 **Summer School Parental Involvement Specialist**  
Seguin Elementary School, McAllen ISD

*Duties/Responsibilities*

- Coordinate Parent Meetings
- Conduct home visits

**1997-1999** **5<sup>th</sup> Grade Bilingual Teacher**  
Seguin Elementary, McAllen ISD

**1996-1997** **3<sup>rd</sup> Grade Bilingual Teacher**  
Hinojosa Elementary, RGCCISD  
Rio Grande City, Texas

**References:**

Carla Zuazua-Garza  
ARE Director  
Sharyland ISD  
(956)580-5200 Ext. 1095

Janie Gomez  
Principal  
O. Garza Elementary  
(956)580-5353

Scott Hollinger, EdD  
External Instructional Coach  
Educate Texas  
(956)225-6381

# Sharyland Independent School District

1106 N. Shary Road, Mission, Texas 78572-4652

<http://www.Sharylandisd.org>

Phone: (956) 580-5200

Fax: (956) 580-5229



## Board of Trustees

Fernando Ramirez – President  
Dr. Noel Garza – Vice Pres.  
Ricky Longoria – Secretary  
Rolando Pena – Asst. Sec.  
Eddie Montalvo – Member  
Dr. Noe Oliveira – Member  
Juan Zuniga – Member

## Administration

Dr. Virginia N. Richter  
Superintendent  
Dr. Nereida “Nellie” Cantu  
Asst. Supt. for Curr/Instr.  
Jesse Muñiz, RTSBA  
Asst. Supt. for Bus. & Fin.  
Yasmina Nye  
Asst. Supt. for H.R.

*“To Better Serve All Students”*

## Sharyland ISD

### COUNSELOR (102084)

*Title*                   **COUNSELOR**

*Posting ID*           **102084**

#### Description:

Work with school faculty and staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance and counseling program at school assigned. Counsel students to fully develop each student’s academic, career, personal, and social abilities and address the needs of special population students.

#### Qualifications:

Education/Certification:

Master’s degree in guidance counseling Valid Texas counseling certificate

#### Special Knowledge/Skills:

- Knowledge of counseling procedures, student appraisal, and career development
- Excellent organizational, communication, and interpersonal skills
- Ability to instruct students and manage their behavior

#### Experience:

Three years teaching experience

#### Major Responsibilities and Duties:

1. Teach campus developmental guidance curriculum consistent with district’s guidance program plan and tailored to campus needs.
2. Assist teachers in the teaching of guidance-related curriculum.
3. Guide individuals and groups of students to develop education plans and career awareness.
4. Counsel individual students and small groups with presenting needs and concerns.

*SISD does not discriminate on basis of race, color, national origin, gender, religion, age or disability in employment or provision of services, programs or activities.*

PR/Award # S215E140023

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# Sharyland Independent School District

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Yasmina Nye  
Asst. Supt. for H.R.

*“To Better Serve All Students”*

5. Consult parents, teachers, administrators, and other relevant people to enhance their work with students.
6. Work with school and community personnel to bring together resources for students.
7. Maintain a communication system that effectively collects and disseminates information to other professionals as appropriate.
8. Develop and maintain positive working relationships with other school professionals and representatives of community resources.
9. Use an effective referral process to assist students and others to use special programs and services.
10. Participate in planning and evaluation of campus standardized testing program.
11. Interpret tests and other appraisal results appropriately and communicate to school personnel, students, and their parents.
12. Maintain the confidentiality of student assessment.
13. Plan school guidance and counseling programs to ensure that they meet identified needs, priorities, and program objectives.
14. Implement a comprehensive and balanced program.
15. Develop and coordinate a continuing evaluation of the guidance program and individual activities and make changes based on findings.
16. Educate the school staff, parents, and community about the guidance program through a public information program.
17. Compile, maintain, and file all required physical and computerized reports, records, and other documents.
18. Comply with policies established by federal and state law, State Board of Education rule, and board policy in guidance and counseling area.
19. Comply with all district and campus routines and regulations.
20. Maintain a positive and effective relationship with supervisors.
21. Communicate effectively with colleagues, students, and parents.
22. Adhere to ethical and legal standards and model behavior that is professional, and responsible.
23. Participate in professional development to improve skills related to job assignment.

## Supervisory Responsibilities:

Supervise assigned counseling aide(s) and clerical employee(s).

## Working Conditions:

Mental Demands/Physical Demands/Environmental Factors: Maintain emotional control under stress.

*SISD does not discriminate on basis of race, color, national origin, gender, religion, age or disability in employment or provision of services, programs or activities.*

PR/Award # S215E140023

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# Sharyland Independent School District

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## Administration

**Dr. Virginia N. Richter**

Superintendent

**Dr. Nereida “Nellie” Cantu**

Asst. Supt. for Curr/Instr.

**Jesse Muñiz, RTSBA**

Asst. Supt. for Bus. & Fin.

**Yasmina Nye**

Asst. Supt. for H.R.

*“To Better Serve All Students”*

*\*Includes information from the Professional School Counselor Performance Evaluation Form and Job Description distributed by the Texas Education Agency.*

<i>Shift Type</i>	<b>Full-Time</b>
<i>Salary Range</i>	<b>Per Year</b>
<i>Location</i>	<b>999-District Wide</b>

*SISD does not discriminate on basis of race, color, national origin, gender, religion, age or disability in employment or provision of services, programs or activities.*

PR/Award # S215E140023

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# Sharyland Independent School District

1106 N. Shary Road, Mission, Texas 78572-4652

<http://www.Sharylandisd.org>

Phone: (956) 580-5200

Fax: (956) 580-5229



## Board of Trustees

Fernando Ramirez – President  
Dr. Noel Garza – Vice Pres.  
Ricky Longoria – Secretary  
Rolando Pena – Asst. Sec.  
Eddie Montalvo – Member  
Dr. Noe Oliveira – Member  
Juan Zuniga – Member

## Administration

Dr. Virginia N. Richter  
Superintendent  
Dr. Nereida “Nellie” Cantu  
Asst. Supt. for Curr/Instr.  
Jesse Muñiz, RTSBA  
Asst. Supt. for Bus. & Fin.  
Yasmina Nye  
Asst. Supt. for H.R.

“To Better Serve All Students”

## Sharyland ISD

### MASTER SOCIAL WORKER (102085)

*Title*                    **Master Social Worker**

*Posting ID.*            **102085**

#### Description:

Work with school faculty and staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance and counseling program at school assigned. Counsel students to fully develop each student’s academic, career, personal, and social abilities and address the needs of special population students.

#### Qualifications:

Education/Certification:

Master’s degree in Social Work and Valid Texas State License and certification from the Texas State Board of Examiners of Social Worker

#### Special Knowledge/Skills:

- Knowledge of social work and counseling procedures, student appraisal, support, guidance and career development
- Excellent organizational, communication, and interpersonal skills
- Ability to instruct students and manage their behavior

#### Experience:

Three years teaching experience

#### Major Responsibilities and Duties:

1. Implement evidence-based programs and serve as liaison between SISD and counseling providers.
2. Work with teachers to resolve students’ issues interfering with school academics.
3. Provide counseling, crisis intervention and prevention to students to address any educational or developmental blocks to academic progress.

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*"To Better Serve All Students"*

4. Develop programs to help students with poor academic records and behavior problems.
5. Continually monitor the mental well-being of students and facilitate linkage to appropriate services as needed.
6. Provide consultation and documentation regarding students' functioning, placement stability and service needs.
7. Participate in and comply with all meetings, assignments, process improvement, and quality improvement initiatives as assigned by supervisor.
8. Provide early intervention to reduce or eliminate stress within or between individuals or groups.
9. Problem-solving services to students, parents, school personnel, or community agencies.
10. Early identification of students at risk.
11. Work with various groups in school to develop coping, social, and decision-making skills
12. Teach campus developmental guidance curriculum consistent with district's guidance program plan and tailored to campus needs.
13. Assist teachers in the teaching of guidance-related curriculum.
14. Guide individuals and groups of students to develop education plans and career awareness.
15. Counsel individual students and small groups with presenting needs and concerns.
16. Consult parents, teachers, administrators, and other relevant people to enhance their work with students.
17. Work with school and community personnel to bring together resources for students.
18. Develop and maintain positive working relationships with other school professionals and representatives of community resources.
19. Use an effective referral process to assist students and others to use special programs and services.
20. Participate in planning and evaluation of campus standardized testing program.
21. Interpret tests and other appraisal results appropriately and communicate to school personnel, students, and their parents.
22. Maintain the confidentiality of student assessment.
23. Plan school guidance and counseling programs to ensure that they meet identified needs, priorities, and program objectives.
24. Develop and coordinate a continuing evaluation of the guidance program and individual activities and make changes based on findings.
25. Educate the school staff, parents, and community about the guidance program through a public information program.
26. Adhere to ethical and legal standards and model behavior that is professional, and responsible.
27. Participate in professional development to improve skills related to job assignment.

## Supervisory Responsibilities:

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PR/Award # S215E140023

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Yasmina Nye  
Asst. Supt. for H.R.

*"To Better Serve All Students"*

Supervise assigned counseling aide(s) and clerical employee(s).

### Working Conditions:

Mental Demands/Physical Demands/Environmental Factors: Maintain emotional control under stress.

*\*Includes information from the Professional School Counselor Performance Evaluation Form and Job Description distributed by the Texas Education Agency.*

Shift Type	Full-Time
Salary Range	Per Year
Location	999-District Wide

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PR/Award # S215E140023

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## COMPANY PROFILE

EGT INSTITUTE, INC. has over 20 years of professional experience in program and resource development, organizational planning, technology information services, grant research and writing services, as well as, program management and evaluation services. This wealth of knowledge, experience and extensive network, led to the creation of EGT INSTITUTE, INC.

EGT INSTITUTE, INC. was founded to assist organizations and educational institutions with the most current program information, resources, and technology for securing, maintaining and evaluating federal, state, local and private foundation grants.

EGT INSTITUTE, INC. offers a comprehensive service approach to meet the diverse needs of clients. Our services include consulting, organizational planning, grant research, training, grant writing, program management and program evaluation. EGT INSTITUTE, INC. provides strategic assessment, research, guidance and professional writing services to identify the appropriate funding source to develop the best approach to secure funding. EGT INSTITUTE, INC. conducts training to increase grant writing capacity and enhance program management abilities. Additionally, EGT INSTITUTE, INC. provides evaluation services to ensure program and contractual performance outcomes are met, continuous improvement measure are adopted and that the required annual performance and evaluation reports are developed in compliance with funding agencies guidelines.

EGT INSTITUTE, INC. offers years of cumulative experience in providing grant development, evaluation and capacity building assistance to universities, community colleges, community-based organizations, public schools, educational service centers, private businesses, housing authorities, faith-based organizations, municipalities and other public entities. EGT INSTITUTE, INC. has extensive experience in developing and securing funding for minorities and economic disadvantaged adults, youth and individual with disabilities.

EGT INSTITUTE's professional team are highly experienced and have a wealth of knowledge in professional writing, technology, analyzing statistical data and effective communications strategies required for resource development, evaluation and management practices.

The company has served the needs of institutions of higher education, educational service centers, local education agencies, and community based organizations by being client-oriented and results-driven. To date, EGT INSTITUTE, INC. has successfully evaluated over \$250 million in grant awards for clients.

The following table illustrates EGT INSTITUTE’s Skills:

<ul style="list-style-type: none"> <li>• Program Evaluation</li> <li>• Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational Analysis &amp; Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Community Needs Assessment and Focus Groups</li> </ul>
<ul style="list-style-type: none"> <li>• Grant Research, Concept Development and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Planning, Group Facilitation and Conflict Resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Development of Annual Performance and Evaluation Reports</li> </ul>
<ul style="list-style-type: none"> <li>• Cost Allocation and Wage Comparability Studies</li> <li>• Budget Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate Partnerships Between Private and Public Sectors</li> </ul>	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Staff Training</li> </ul>
<ul style="list-style-type: none"> <li>• Housing and Economic Impact Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare Congressional and Legislative Testimony</li> </ul>	<ul style="list-style-type: none"> <li>• Policy &amp; Procedure Formulation</li> </ul>

### EVALUATION EXPERIENCE

EGT INSTITUTE, INC. evaluates programs for education service centers, colleges, universities, nonprofits, educational service districts, schools, community-based nonprofits and city government. Examples of programs evaluated include:

**06/25/13: Texas Education Agency** - 21st Century Community Learning Centers five-year grant will offer after school programs at one district to 6 school campuses to provide academic and enrichment activities to student as well as educational opportunities for the parents of participating students. *Recipient: Charter School – Non-Profit.*

**10/01/12: U.S. Department of Education** - The Innovative Approaches to Literacy Program supports high-quality programs designed to develop and improve literacy skills for children and students from birth through 12th grade within the attendance boundaries of high-need local educational agencies (LEAs) and schools. *Recipient: Charter School – Non-Profit*

**10/01/12: U.S. Department of Education** - Elementary Counseling three-year program is to develop and demonstrate a well-planned Comprehensive Elementary Counseling Program designed to expand and enhance school-based and community-linked counseling services to at-risk children needing early intervention services. *Recipient: Independent School District*

**09/01/12: Texas Education Agency** - STAAR Pilot Project grant will serve 5 school schools in South Texas. The program as a pilot project, STAAR will identify students in most need of additional academic assistance in core subjects. These students will receive supplemental after school, weekend, and summer academic support incorporating evidence-based curricula and interventions. *Recipient: Independent School District*

**07/01/12: \$5 million three-year U.S Department of Labor -** Employment and Training Grant Serving Juvenile Offenders in High-Poverty, High-Crime (HPHC) Communities – The Juvenile Offenders HPHC **project** will serve a total of **900 youth ages 14 and up** in the communities of **Buffalo (New York), Atlanta (Georgia ), Milwaukee (Wisconsin), and Houston (Texas)** who are juvenile offenders from these high-poverty high-crime communities who currently reside in, or resided in confinement during the last 12 months. The purpose of the grant is to improve the long-term labor market prospects of these youth through innovative educational and employment and training programs. *Recipient: Community-Based Organization*

**07/01/12: U.S. Department of Education -** Upward Bound (Trio Program) is a year-round intensive, college-preparatory program that will provide students with the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students; and programs and activities that are specially designed for students who are limited English proficient, students from groups that are traditionally underrepresented in postsecondary education, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students. *Recipient: Education Service Center (Central Texas)*

**07/01/12: U.S. Department of Education -** Upward Bound (Trio Program) will provide students with academic enrichment program designed to prepare high schools students with the skills and motivation necessary for college. Tutoring, counseling, mentoring, cultural enrichment, work-study programs, education or counseling services designed to improve the financial and economic literacy of students; and programs and activities that are specially designed for students who are first-generation college bound high school students, limited English proficient, students with disabilities, students who are homeless children and youths, students who are in foster care or are aging out of foster care system or other disconnected students. *Recipient: Independent School District.*

**10/01/11: U.S. Department of Education -** GEAR UP partnerships to provide services at high-poverty middle and high schools and through the first year of college. The services include: providing information regarding financial aid for postsecondary education to participating students in the cohort, encouraging student enrollment in rigorous and challenging curricula and coursework, and improving the number of participating students who obtain a secondary school diploma and complete applications for and enroll in a program of postsecondary education. *Recipient: Education Service Center*

**10/01/11: U.S. Department of Education** - GEAR UP partnerships to provide services at high-poverty middle and high schools and through the first year of college. The services include: providing information regarding financial aid for postsecondary education to participating students in the cohort, encouraging student enrollment in rigorous and challenging curricula and coursework, and improving the number of participating students who obtain a secondary school diploma and complete applications for and enroll in a program of postsecondary education. *Recipient: Education Service Center*

**10/01/11: U.S. Department of Education** - Elementary Counseling three-year program is to develop and demonstrate a well planned Comprehensive Elementary Counseling Program designed to expand and enhance school-based and community-linked counseling services to at-risk children needing early intervention services. *Recipient: Independent School District*

**10/01/11: U.S. Department of Education** - Carol M. White Physical Education Program (PEP) is intended to assist local educational agencies (LEAs) and community-based organizations (CBOs) initiate, expand, or enhance their physical education and nutrition education programs. These programs should be designed to help students meet their state standards for physical education as well as promote and encourage lifelong and healthy eating habits. *Recipient: Charter School - Non-Profit*

**07/01/11: U.S. Department of Education** - High School Equivalency Program (HEP), a five-year program for helping 210 adult individuals annually earn a GED and continue their education in college and enter new careers. *Recipient: University*

**07/01/11: U.S. Department of Education** - College Assistance Migrant Program (CAMP) five-year program to first-year college students succeed in college by providing counseling, tutoring and support services. *Recipient: University*

**07/01/11: Texas Education Agency & Texas High School Project, T-STEM** (Texas Science, Technology, Engineering & Mathematics two-year project is to increase student's interest and enrollment in STEM (Science, Technology, Engineering and Mathematics) course work as well as, prepare them for work in the 21<sup>st</sup> Century. *Recipient: Education Service Center*

**10/01/10: U.S. Department of Education** - Full Service Community Schools Program (five-years) is aimed at delivering comprehensive academic, social, and health services for students, families, and community residents of the East Austin Govalle/Johnston Terrace neighborhood. *Recipient: Charter School - Non-Profit*

**10/01/10: U.S. Department of Education** - Smaller Learning Communities five-years grant aimed at increasing the academic achievement levels of all 9-12 grade students in 1 school district and 3 high schools. *Recipient: Education Service Center*

**08/01/10: Texas Education Agency** – Connection Grant – is a two-year grant to establish campuses that will serve as a statewide technology demonstration sites and model exemplary use of educational technology to improve teaching and learning throughout the 21<sup>st</sup> Century educational system. *Recipient: Independent School District.*

**07/01/10: Texas Education Agency** – Target Tech in Texas (T3) two-year grant is to stimulate the use of educational technology to improve teaching and learning throughout the 21<sup>st</sup> Century educational system. *Recipient: Education Service Center*

**07/01/10: Texas Education Agency** – Target Tech in Texas (T3) two-year grant is to stimulate the use of educational technology to improve teaching and learning. *Recipient: Independent School District*

**07/01/10: Texas Education Agency** – Prekindergarten Program two-year grant is to prepare students to enter kindergarten on or above grade level. *Recipient: Independent School District*

**07/01/10: U.S. Department of Education** – Teaching American History five-year grant to prepare 50 history teachers in grades K - 12 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Independent School District.*

**07/01/10: Texas Education Agency** – District Awards for Teacher Excellence (DATE) three-year grant is to provide incentives to educators and support staff based on the increase of student academic performance at their campuses. *Recipient: Independent School District*

**09/01/09: Texas Education Agency** – Vision 2020 Technology Immersion Strand twenty-two month grant is to provide 1 high-need school grades 6-12 with the resources to assist every student in crossing the digital divide by ensuring that each student is technology literate. *Recipient: Independent School District*

**09/01/09: Texas Education Agency** – Vision 2020 Virtual Learning Strand twenty-two month grant is to provide 7 high-need schools at 4 districts with the necessary resources to provide supplementary online learning opportunities for students and/or teachers. *Recipient: Education Service Center*

**09/01/09: Texas Education Agency** – 21<sup>st</sup> Century Community Learning Centers five-year grant will offer after school programs at one district to 9 school campuses to provide academic and enrichment activities to student as well as educational opportunities for the parents of participating students. *Recipient: Independent School District.*

**09/01/09: U.S. Department of Education** – Professional Development for Arts Educators three-year project will serve a cohort of 170 elementary teachers (grades K-5) from one district located in the Lower Rio Grande Valley to deliver standards-based arts education programs to raise student academic achievement in the arts and ensure that all students meet challenging State academic content. *Recipient: Independent School District*

**07/01/09: U.S. Department of Education** – Teaching American History three-year program which includes 4 school districts and 9 campuses in Central Texas. The program goal is to prepare 75 history teachers in grades 5, 8 and 11 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Education Service Center*

**07/01/09: U.S. Department of Education** – Safe Schools/Healthy Students four-year project is to support and implement a strategic, comprehensive and community-wide plan that will create safe and drug-free schools and promote healthy childhood development to 31 campuses from one school district in the Lower Rio Grande Valley. *Recipient: Independent School District*

**07/01/08: U.S. Department of Education** – Safe Schools/Healthy Students four-year project is to support and implement a strategic, comprehensive and community-wide plan that will create safe and drug-free schools and promote healthy childhood development. *Recipient: Independent School District*

**10/01/08: U.S. Department of Education** – Elementary Counseling three-year program is to develop and demonstrate a well planned Comprehensive Elementary Counseling Program designed to expand and enhance school-based and community-linked counseling services to at-risk children needing early intervention services. *Recipient: Independent School District*

**10/01/08: U.S. Department of Education** – Mentoring Programs three-year project is to promote mentoring programs for children with greatest need in receiving support and guidance from mentors to improve their academic performance, improve interpersonal skills, reduce dropout rate and reduce juvenile delinquency and gang involvement. *Recipient: Independent School District*

**7/01/07: U.S. Department of Education** – Teaching American History three-year program which includes 14 school districts in the Lower Rio Grande Valley. The program goal is to prepare 100 history teachers in grades 8-11 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Education Service Center*

**10/01/07: U.S. Department of Education** - Smaller Learning Communities Phase I five year project is aimed at increasing the academic achievement levels of all 9-12 grade students, specifically those with the lowest academic proficiency levels. *Recipient: Education Service Center*

**10/01/07: U.S. Department of Education** – GEAR UP six year program is to increase the number of low-income students who are prepared to enter and succeed in college by providing early intervention services. *Recipient: Education Service Center*

**07/01/06: U.S. Department of Education** - School-Based Drug Testing three-year program will implement a mandatory random drug testing program for students in grades 6-12 who participate in school athletic programs, extracurricular activities or in a voluntary basis. *Recipient: Independent School District*

**07/01/06: Texas Education Agency** - School Dropout Prevention two year program is to provide services for the purpose of building capacity for the delivery and sustainability of dropout interventions through the planning and implementing of a systemic high school redesign project. *Recipient: Education Service Center*

**07/01/06: U.S. Department of Education** - Teaching American History three-year program which includes 13 school districts in the Lower Rio Grande Valley. The program goal is to prepare 100 history teachers in grades K-8 to advance their understanding of American History under the guidance of prominent academic and professional historians. *Recipient: Education Service Center*

**07/01/06: U.S. Department of Education** -Teaching American History three-year program will prepare 25 history teachers from 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade in advancing their understanding and knowledge of American History. *Recipient: Local School District*

**10/01/05: U.S. Department of Education** – GEAR UP six year program is to increase the number of low-income students who are prepared to enter and succeed in college by providing early intervention services. *Recipient: Washington Local Educational Agency*

**10/01/05: U.S. Department of Education** - Parent Information and Resource Center three-year program to train parents on the No Child Left Behind Act. This involves 8 Yakima Valley school districts and a community-based organization serving parents in 8 communities. *Recipient: Community-Based Organization*

**07/01/05: U.S. Department of Education** - High School Equivalency Program (HEP), a five-year program for helping 210 adult individuals annually earn a GED and continue their education in college and enter new careers. *Recipient: University*

**07/01/05: U.S. Department of Education** - College Assistance Migrant Program (CAMP) five-year program to first-year college students succeed in college by providing counseling, tutoring and support services. *Recipient: University*

**07/01/04: U.S. Department of Education** - Safe Schools/Healthy Students three-year program for implementing a comprehensive community-wide strategy for creating safe and drug-free schools for a Consortium of eight schools district and other mental health service providers in the Yakima Valley. *Recipient: Education Service District*

**09/01/04: U.S. Department of Education** - Migrant Education Even Start four-year program assisting families and children to increase literacy. *Recipient: Community College*

## PRINCIPAL TEAM

EGT INSTITUTE's professional team is highly experienced and has a wealth of knowledge in professional writing, technology, evaluation, analyzing statistical data and effective communications strategies required for resource development and management practices.

EGT INSTITUTE associates are all past administrators of educational and community-based organizations. Their leadership experience has allowed them to effectively manage numerous successful programs from U.S. Department of Education, U.S. Department of Labor, U.S. Department of Commerce, U.S. Department of HUD and Economic Development Administration for private businesses, public and nonprofit organizations, educational institutions and research universities. This team has fine-tuned management and fiscal strategies to efficiently build an organizations capacity year after year.

EGT INSTITUTE team has numerous years of working with education, human services, economic development, employment, vocational and rehabilitation programs in Texas, Washington and Oregon. Its years of experience in management and resource development includes, program research, program evaluation, non-profit management, administration, policy and legislative analysis and fiscal management. EGT INSTITUTE's leadership and experience in program development, grant writing and evaluation services has resulted in obtaining and sustaining resources and funding from numerous sources including the U.S. Department of Education, U.S. Department of Labor, U.S. Department of Commerce, Economic Development Administration, U.S. Department of HUD, Texas Education Agency, Office of Superintendent of Public Instruction, the Bill and Melinda Gates Foundation and many other federal, state and private resources.

In addition to developing and evaluating programs, EGT INSTITUTE team has served on numerous grant application review panels. These review competitions have included U.S. Department of Education, Gear Up, Smaller Learning Communities, 21<sup>st</sup> Century, CAMP/HEP; U.S. Department of Justice, Weed and Seed, Gang Prevention; and U.S. Department of Labor, Project with Industry, Dislocated Worker and Youth Programs. This panel participation has

afforded the team with the deep insights to the grant review process and an understanding of reviewers and department expectations.

With this team and the invaluable resources of experience and education, EGT INSTITUTE, has repeatedly met its clients expectations by effectively orchestrating a suitable group of individuals for the appropriate tasks or project.

## BIOGRAPHICAL SKETCH

**SMITH, ALBERT, Ph.D.**

135 Paseo Del Prado, Suite 2, Edinburg, TX 78539 Ph: 956.631-2421

### Education

Degree	Institution and Location	Year Conferred	Field of Study
Ph.D.	University of Washington	1983	Educational Leadership and Policy Studies
M. Ed.	Seattle University	1966	Educational Administration
B. Ed.	Seattle University	1964	Education

### Professional Experience

**2004 – Present**

**Senior Evaluator/Researcher**

**Evaluation Grants & Training (EGT) Institute, Inc.**

Dr. Albert Smith serves as a Senior Researcher for EGT Institute. Dr. Smith is responsible for managing various research projects and supervising research specialists. He is responsible for working with clients to develop appropriate evaluation designs, establish data collection systems, monitor service delivery, analyze program data and produce required Evaluation Reports.

**Spring, 1986 to 2005**

**Director and Research Associate Professor**

**Center for the Study and Teaching of At-Risk Students (C-STARS)**

**University of Washington**

**Seattle, Washington**

Dr. Smith worked with K-12 schools, community-based organizations, and diverse communities to test interprofessional collaboration models focusing on students at-risk of school failure. He also works with other institutions of higher education to develop and evaluate professional training addressing

interprofessional collaboration and utilization of contextual learning strategies with at-risk students. Dr. Smith has served as Director of the Center for the Study and Teaching of At-Risk Students (C-STARS) since its founding in 1986. C-STARS is a division of the University of Washington's Institute for the Study of Educational Policy which is housed within the College of Education. He also holds faculty appointments with the University's School of Social Work and College of Education.

***Fall, 1990 to Present***  
***External Evaluator***  
***Alaska Staff Development Network***  
***Juneau, Alaska***

In addition to his C-STARS activities, Dr. Smith serves as a program evaluator for the Alaska Staff Development Network, a Juneau-based statewide organization which provides a variety of staff development courses, workshops, institutes, etc., to K-12 teachers, parents and community leaders throughout Alaska, often via state-of-the-art distance learning technologies. He also provides external program evaluation services to a variety of programs located in Alaska, Illinois, and Washington State.

He also has recently agreed to serve as project evaluator with a new five-year grant award from the Melinda and Bill Gates Foundation to the Alaska Staff Development Network. This grant involves six rural isolated Alaska school districts redesigning their school programs to address new state academic standards.

***Fall, 1995 to Present***  
***External Evaluator***  
***West 40 Intermediate Service District***  
***Riverside, Illinois***

Dr. Smith serves as external program evaluator with the Regional Safe Schools Program being administered by the West 40 Intermediate Service Center in Illinois. This program provides alternative education to at-risk middle and high school students in the greater Chicago area.

***Fall, 1995 to Summer 1998 and Fall 2000 to Present***  
***External Evaluator***  
***Academic Programs and Professional Education Center***  
***University of Alaska Southeast***  
***Juneau, Alaska***

Dr. Smith serves as external evaluator to a grant entitled "Preparing Indigenous Teachers for Alaska Schools" being administered by the University of Alaska Southeast. This grant project is designed to increase and support Alaska native Student access and success in higher education, especially in teacher education programs.

***Fall, 1997 to Present***  
***External Evaluator***  
***Vocational Rehabilitation Grant Programs***  
***Washington State Migrant Council***  
***Sunnyside, Washington***

Dr. Smith serves as external evaluator to two USDOE funded grants addressing educational service needs of disabled and severely disabled migrant farmworkers and/or their young adult children. This grant is being administered by the Washington State Migrant Council.

***Winter, 1984 to Spring, 1986***  
***Program Consultant and Evaluator***  
***Community Education and Equity Education Divisions***  
***Office of the State Superintendent for Public Instruction***  
***Olympia, Washington***

Prior to his University of Washington faculty and administrative appointments, Dr. Smith served as a consultant to the Washington State Superintendent of Public Instruction's Equity Education and Pupil Personnel Services Departments, primarily conducting research and evaluation studies focusing on education of homeless children, dropout prevention, institutional education (i.e., Juvenile Justice System), desegregation and private educational clinics.

***Summer, 1975 through Fall, 1983***  
***Program Development Specialist and Evaluator (1975 through 1979)***  
***Field Representative for Minority Affairs (1979 through 1983)***  
***Washington Education Association***  
***Federal Way, Washington***

Dr. Smith also served three years as a faculty member with the School of Education of Seattle University, teaching and directing a U.S. Department of Education sponsored desegregation center which provided desegregation-focused training to K-12 teachers throughout federal Region X.

Dr. Smith's thirty-four years in Education and Human Services have included teaching in elementary and secondary public schools, service as an elementary school principal, university teaching, service as a program development specialist and evaluator with the National Teacher Corps program, volunteer service on several boards of community-based service organizations and agencies, and teaching and administration with two Washington State community college programs. His current professional pursuits concentrate on preservice teacher education and evaluation, interprofessional collaboration across service systems, and program development and evaluation.

He has recent publications in *Presenting School Failure* (1998) and the *Journal of Case Management* (1997). He has co-authored several book chapters in *Effective Strategies for Educating Students in At-Risk Situations*, (Duttweiler 1995), *Paths to Partnerships* (Knapp, 1998), and *The Directory of Programs for Students At Risk* (Williams, 1999).

Glynis K. Rosas, Ed.D.

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(b)(6)

## **EDUCATION AND TRAINING**

### *California Coast University*

- Doctorate in Educational Administration, 1996

### *Baylor University, Waco, Texas*

- Masters of Education, 1980
- Bachelors of Science, 1973

### *Certifications (Can be examined on [www.sbec.state.tx.us](http://www.sbec.state.tx.us))*

- Superintendent, 1989
- Administrative – Mid-management, 1984
- Counselor, 1980
- Elementary Education, 1973

## **PROFESSIONAL EXPERIENCE**

### **2005 – Present      Evaluation Grants & Training (EGT) Institute, Inc.**

- Conducts extensive research to develop the appropriate randomization and/or quasi-experimental evaluation designs
- Currently oversees and provides the leadership to over 15 federal and state evaluations projects for school districts, Local Education Agency, universities, colleges and community-based organizations
- Acquires, manages, and analyzes data related to assigned projects and supervises research and data specialists
- Develops evaluation plans, collection instruments and systems, monitors service delivery and provides ongoing program recommendations.
- Collects both quantitative and qualitative data, reviews, analyzes and produces program results and reports
- Performs complex programming and data analytic work to support evaluation readiness activities as requested
- Performs extensive diagnostics and documentation of projects and associated input and output data for research, quantitative analysis, and reporting.
- Interprets and critiques results of evaluations and statistical analysis in language understandable to the lay person

- Works effectively in a team environment and participates in project and division planning
- Responds to information requests made by researchers, other agencies, and divisions leads
- Provides oral and written analysis, interpretation and recommendations for evidence-based decision-making and planning, as a result of evaluation findings.

### **2003 – 2005 ESC Region 12, Evaluator & Administrator**

Education Region Service Center 12, Waco, Texas

- Write grants for over 60 districts in ESC Region 12 - assisting districts in applying for funding from the Texas Education Agency, Texas Workforce Development Centers, Department of Juvenile Justice, US Department of Education
- Directed the development of Teacher Incentive/Reward Program Grants for 12 campuses to reward teachers for improved student achievement
- Assist Low Performing Campuses and Districts through program evaluation and writing grants for staff development, materials, and training
- Work with Charter Schools in McLennan County – evaluation of programs such as early reading, math, and library improvement
- Reader for U.S. Department of Education – Improving Literacy Through School Libraries, 2005
- Evaluated Texas Reading First grant program for effectiveness in raising TAKS scores in eight schools in Region 12
- Performed three-year evaluation for the Comprehensive School Reform Grant , Title I Grant for school district in Region 12 for ESC 12
- Reviewed grants for Texas Education Agency (Texas High School Completion and Success Grant; Investment Capital Fund Grant, Comprehensive School Reform- High School Initiative Grant
- Team member for the evaluation of Comprehensive School Reform Grant Program in February, 2005, at US Department of Education
- Evaluated the scientific-based research behind the State Center for Early Childhood Development's pre-reading skills program for 6 districts in Region 12, September 2005
- Wrote and received over \$3,000,000 in grants for schools in ESC 12 during 2005-06 school year; wrote and received \$3,407,584 in grants for schools in ESC 12 during 2006-07 school year

### **1995-2003 Groesbeck Independent School District, Superintendent of Schools**

#### Finance

- Directed the development of a \$19.2 million budget through campus and district site based decision making committees and a public community forum
- Initiated a study that resulted in a newly developed salary schedule for all employees
- Developed and implemented a district technology infrastructure for all campuses

- Supervised transportation, maintenance, and curriculum and special population coordinators (ESL, special education, gifted & talented, Title I, compensatory, and vocational)
- Worked with community groups on facilities and planning
- Rebuilt and renovated Groesbeck High School Football Stadium – replaced astro-turf; added seating - \$1.5 million
- Built addition to Groesbeck Elementary School – 16 classrooms - \$1.8 million
- Renovated science classrooms, computer classrooms and special education department
- Secured over \$6,000,000 in grants for staff development, technology integration and infrastructure and supplies and materials for district

#### Curriculum restructuring

- Assisted principals in restructuring a junior high into a middle school program
- Initiated an evaluation program which resulted in TAKS scores improving by 12 percentage points over a two year period of time
- Initiated a Curriculum Audit which resulted in an evaluation and review process that resulted in curriculum teams writing up-t-date curriculum
- Directed the curriculum alignment of all subjects which aligned the written curriculum with the tested curriculum
- Adopted an early literacy reading program at the primary grade levels that is one of the model reading programs in the state.
- Adopted an Advanced Placement program at middle school and high school level that has raised student achievement as documented by TAKS and SAT and ACT scores
- Introduced a data driven accountability system which holds campus staff and principals accountable for student performance
- Supervised building principals in the day-to-day operation of 5 campuses

#### Research, Evaluation & Grant Writing

Applied for and secured \$2,124,000 in grant funds from 1996 to 2002.

#### **1993-1995 Rogers Independent School District, Superintendent of Schools**

- Oversaw the day-to-day operations of the school district of 900 students
- Supervised the business office in purchasing procedures, salary schedules, various record keeping reports
- Supervised transportation, maintenance, and curriculum and special population coordinators (ESL, special education, gifted & talented, Title I, compensatory, and vocational)
- Supervised building principals in the day-to-day operation of 3 campuses
- Supervised the implementation of curriculum and instruction
- Supervised the alignment of Texas Essential Skills with the state-mandated test for all grade levels
- Worked with community groups on facilities and planning

**1991-1993 Groesbeck Independent School District, Assistant Superintendent for Curriculum & Instruction**

- Supervised and directed the development & implementation, Pre-K – 12<sup>th</sup> grade, for all subjects
- Organized and directed staff development, Pre-K – 12
- Supervised the library staff for 5 libraries
- Organized and implemented a Community Education Program
- Supervised the district testing
- Wrote and coordinated federal and state programs
- Served as At-Risk Coordinator, Section 504 Coordinator, Textbook Chairperson
- Developed innovative instructional programs to facilitate student achievement such as portfolio and authentic evaluation models, GT profile assessment and talent-pool models.
- Wrote and organized curriculum for Groesbeck Alternative Learning Center

Research, Evaluation & Grant Writing

- Applied for and secured over \$4,000,000 in grants for staff development, technology integration and infrastructure and supplies and materials for district in three years
- 

**1984-1991 Groesbeck Independent School District, Principal grades 2-5**

- Supervised and directed the development of curriculum resulting in many commendations from the Texas Education Agency Accreditation Team
- Developed a site-based campus plan using in-service meetings, data from surveys, curriculum committees, grade-level committees and campus leaders
- Developed volunteer program, trained volunteers to deliver classroom activities emphasizing student self esteem
- Improved overall test scores and campus was selected for Exemplary Performance Award by Governor's Excellence Committee.

**1978-1984 Groesbeck Independent School District, Counselor**

- Developed and implemented guidance program, K-12
- Served as director of guidance for district
- Served as district testing coordinator
- Served as At-Risk counselor
- Served on Limestone County Juvenile Probation Department's Advisory Council

**1973-1978 Groesbeck Independent School District, Teacher**

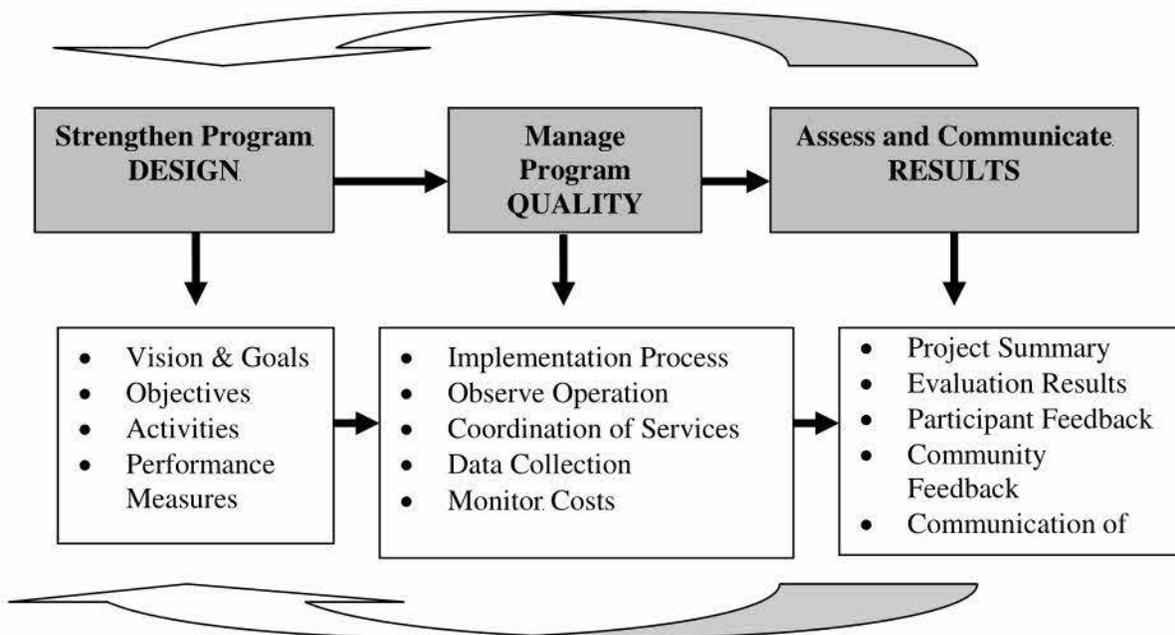
- Provided instruction for students in grades 2-12
- Taught elementary classroom, all subjects, as well as middle and high school math

*Professional Development/Training*

- Effective Schools Training
- Response to Intervention Model (RtI)
- Principal Assessment of Leadership Skills (PALS) Training
- Superintendent's Academy, LaMar University
- Cooperative Learning Training
- Dyslexia Screening Program
- National/State Leadership Training for Gifted & Talented
- Authentic Restructuring: Interdisciplinary Curriculum
- The Grantsmanship Center
- 4MAT Training
- TAKS Training
- Three-Tier Reading Model – TEA
- Instructional Leadership Training (ILT to ILD)
- Specialized Curriculum Development for Teachers with Student Teachers
- Professional Development and Appraisal System Training
- Conference on Teaching and Learning – ASCD
- Insights about Reading and Dyslexia – Scottish Rites Learning Center
- Understanding Children with Poverty – Ruby Payne

## Continuous Improvement Management (CIM) Process Model

The Sharyland ISD Counseling Program, *Project Start* will use the Continuous Improvement Management (CIM) Process Model developed by the U.S. Department of Education for the 21<sup>st</sup> Century Learning Centers Program. This model ensures that consumer feedback mechanisms are implemented into an ongoing process, which results in a continuous improvement of the program design. The ongoing implementation of this CIM self-evaluation process by the project coordinator will ensure that the most effective and efficient program is operated for children and families. This will be done by measuring customer satisfaction and educational performance through client focus groups, personal interviews and customer satisfaction surveys. This information will be used by the Project Director, Staff and Counseling Advisory Council to review results and make improvements to the effectiveness of the program. The CIM Model includes the following guiding principles.



Source (U.S. Department of Education, 21<sup>st</sup> Century Learning Centers– 2000)

### Principles of Continuous Improvement Management

**Customer-Driven Services:** Identify customer expectations and requirements and strive to continually meet or exceed them.

**Core Activities:** Identify the central objectives and identify strategies in which your program meets customer needs.

**Data-Driven Monitoring:** Use data to help monitor progress and solve problems as they occur and assess the causing factors.

**Inclusive Partnership:** Involve your customers in decision-making and work toward joint objectives with community partners.

**Continuous Improvement:** Strive to continuously improve your program through on-going measurement of what you do and what you accomplish.

## Sharyland ISD Counseling

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Dear: DR VIRGINIA N RICHTER:

The Division of Federal Fiscal Compliance and Reporting at the Texas Education Agency (TEA) reviews, approves, and negotiates indirect cost rates for local educational agencies (LEAs). The approved rate allows LEAs to recover any indirect costs incurred in the administration of federal grants.

TEA, as the cognizant agency for your LEA, has calculated the indirect cost rates that will be effective for the period from July 1, 2013, through June 30, 2014. The indirect cost rate for your LEA for this period is as follows:

<b>Restricted Indirect Cost Rate:</b> (applies to federal grant programs with a "supplement not supplant" statutory requirement)	2.707
<b>Nonrestricted Indirect Cost Rate:</b> (applies to federal grant programs that are <i>not</i> subject to the "supplement not supplant" statutory requirement)	20.274

Please forward a copy of this indirect cost rate notification to your business office/manager and federal fund coordinators and administrators.

If you have any questions related to the indirect cost rates, please contact the Division of Federal Fiscal Compliance and Reporting at (512) 463-9127.

Sincerely,

Mara Ash, Senior Director  
Division of Federal Fiscal Compliance and Reporting

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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**SHARYLAND INDEPENDENT SCHOOL DISTRICT**  
**ELEMENTARY & SECONDARY SCHOOL COUNSELING PROGRAM**  
**DETAILED BUDGET NARRATIVE**

**YEAR 1**

In response to the Absolute and Competitive Preference Priority 1 and aligned to Sharyland ISD's "Five Year Strategic Plan" (**Goal Two**: Provide a Safe, Secure and Healthy Learning Environment), **Project STart** (*Schools Taking Action to Resolve Trouble*) was strategically created to contribute to the social-emotional well-being, personal growth and academic development of over **5,378** elementary students. Thus, Sharyland ISD proposes a budget from the *U.S. Department of Education. Elementary and Secondary School Counseling Program* of **\$1,199,955** throughout the three years of this project to serve **5,378** at-risk low-income elementary students (Kindergarten – 6<sup>th</sup> grade) annually, residing in an economically distressed community. The proposed budget for Sharyland ISD (SISD) – **Project STart** is in response to the *U.S. Department of Education, Elementary and Secondary School Counseling Program* that clearly illustrates the funding being requested for each year of this program. This budget request is realistic and based on actual costs and objectives. Costs will adequately support **Project STart** services and activities as presented in the scope of work. The funding requested is only for resources and items that are not currently available through Sharyland ISD or through other community support. **Project STart** proposes to implement a comprehensive program aimed at increasing the knowledge, skills, competencies and behavior of students, particularly at-risk low income students to become effective learners.

As described in the application narrative, Sharyland ISD has budget the proposed positions, travel, supplies, materials, services and other items to implement **Project STart**. The allocation for these resources were prepared based on Sharyland ISD experience and what is necessary to

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***Project STart***



accomplish the proposed goal, objectives and outcomes. The proposed salaries, wages and costs are aligned and within Sharyland ISD financial policies, procedures and salary scale for positions that have comparable duties and responsibilities. Each position has an important responsibility toward the success of *Project STart*. For instance, the Project Director, to guide a program of this stature toward success requires individuals with notable leadership qualities and years of experience managing federal and state programs. Each position will play a significant role to ensure all necessary tasks and items have been accomplished to meet the proposed goals and objectives.

The following narrative describes each budget category in detail, its alignment to the goal and objectives and further delineates the importance and role of each staff, their time commitment and the resource allocated to support their efforts towards meeting and/or exceeding the outcomes outlined in the proposal. Sharyland ISD is confident that these individuals will accomplish each task assigned with vigor while meeting the required contractual obligations.

During Year 1, SISD will focus upon: 1) recruiting and training staff to serve as lead agents; 2) building collaborative leadership teams of administrators and teachers that focus on increasing academic performance and behavior of students while creating highly-effective educators; 3) creating an environment in schools, and within the partnership as a whole, that fosters an atmosphere of collaboration and an expectation of leadership amongst all stakeholders, students, parents, teachers, administrators, and partners including the Steering Committee; 4) collecting and analyzing data (pre/post) from a multitude of sources to inform the project; 5) designing and delivering high quality professional development to educators; and 6) developing and maintaining collaborative structures with partners, school and community.



## 1. Personnel

**Project Director (.15 FTE)** will oversee the overall management of the grant, project implementation, operations, and assure it is in compliance with the rules, regulations, and on track with contractual performance outcomes. The Project Director will provide the overall leadership and work collaboratively with school campuses, administrators, partners, counselors, mental health practitioners, and staff in helping to operate the program effectively and efficiently. In addition, the Project Director will coordinate professional development training and ensure effective implementation of the American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework. The Project Director will use the timeline and milestones developed as a guide to ensure the timely management and achievement of all program objectives and activities. In addition, the Director will work with the school district's finance department to monitor, track and oversee ongoing project expenditures for the district and all contractors, work collaboratively with partners, evaluator, teachers, school administrators, and facilitate the campus Response To Intervention (RtI) Team. The Project Director will develop an up-to-date information database, integrate and cooperate with other offices to meet program goals, prepare and deliver presentations to various groups, and lead the Project Steering Committee. The Project Director will also work with the external evaluator to implement a comprehensive project evaluation that assesses progress, accomplishments, challenges, and efficiency for continuous improvement measures.

**School Site Certified Counselors (3.5 FTEs)** will work closely with the Project Director, psychologists, social worker, mental health practitioners, school administrators, and partners to provide appropriate programming for students and professional development training to parents and teachers. In addition, counselors will help the Project Director in implementing and monitoring the project at the campus level. The school counselors will work closely with



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students who have academic, social developmental problems, or special needs to address and evaluate their abilities, interests, talents, and personalities in order to develop educational and career goals to ensure their ultimate success. In addition, the counselors will also assist the Project Director with implementing and American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and *Project ACHIEVE*.

**Master Social Worker (1 FTE)** will provide student counseling and case management services and will serve as liaison between the schools and other counseling providers. The social worker will spend a majority of their time with students, parents and will work with teachers to resolve issues interfering with school and academics. In addition, the social worker will conduct ongoing case management for students and families to assess barriers, challenges, needs, coordinate services to eliminate any gaps. The social worker will also assist the Project Director with implementing Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and *Project ACHIEVE*.

Project Director @ \$68,000 (.15 FTE x 12 mos.)	\$10,200
School Site Certified Counselor @ \$54,000 x 3.5 FTEs	\$189,000
Master Social Worker @ \$60,000 x 1 FTE	\$60,000
<b>Total Personnel</b>	<b>\$259,200</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Fringe Benefit rate is approximately 20% of total salaries.

<b>Benefit Total</b>	<b>\$51,840</b>
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**3. Travel**



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**Local Travel:** The travel for the *Project Start* staff will consist of mileage to implement program activities at targeted school campuses, attend meetings, professional development, monitor school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school and evening counseling and support, and other required activities related to the success of the project.

Staff @ 200 mi/mo. x .50 per mile x 12 mos.	\$1,200
* Local Travel –The mileage rate for SHARYLAND ISD is consistent with the federal rate and therefore may vary from year to year depending on the appropriate federal rate.	

**Out of State Travel:** As required by the U.S. Department of Education, the Project Director will attend the Director’s Meeting the first year of the project. The Project Director and one additional staff member will also attend the National Conference that is also required by the U.S. Department of Education.

Project Directors’ Meeting Year One (Required)	\$975
Airfare @ \$500, Hotel @ \$245 x 1 night = \$245, Per diem @ \$65 a day x 2 days = \$130, Transportation @ \$80; Airport Parking @ \$10 x 2 days = \$20	
Office of Safe and Drug-Free School National Conference (Required)	\$2,520
Project Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000, Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3 days x 2 staff = \$360 and Transportation @ \$60 x 2 = \$120; and Airport Parking @ \$10 x 3 x 2 staff = \$60	
<b>Total Local and Out of State Travel</b>	<b>\$4,695</b>

**4. Equipment** **-0-**

**5. Supplies**

Basic office supplies, including but not limited to paper, pencils, pens, printing materials, note pads, computer software and other related supplies connected to the success of this project will be purchased. In addition, curriculum and training materials will be purchased through the



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American School Counselor Association (ASCA) to support and guide the counselors' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, materials, curriculum and other resources, research and advocacy to more than 23,000 professional school counselors around the globe. ASCA are the professional leaders in counseling and the only international counseling organization to offer International Association of Continuing Education & Training (IACET) certification-authorized Continuing Education Unit (CEUs) for its professional development opportunities. Sharyland ISD through **Project Start** will implement this renowned model, program, curriculum and capacity building activities. The ASCA framework will add a high quality of training, creating highly-trained professional counseling staff and partners to deal with all students' and parents' counseling needs during the day and extend these services after school and in the evenings.

General Supplies @ \$75 x 12 mos.	\$900
ASCA Counseling Curriculum and RtI materials @ \$400 x 15 price/unit	\$6,000
<b>Supplies Total</b>	<b>\$6,900</b>

**6. Contractual**

The following services are and will be in accordance with the Sharyland ISD procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36. Upon successful award notification the partners will be immediately notified to mutually implement **Project Start**. Funds requested for services will be used to provide direct support for professional development, research, evaluation and implementation of the three year project.

**Hope Family Health Center** has agreed to partner with Sharyland ISD and provide professional development services to counselors, social workers, teachers and other related staff in the areas



of mental health identifier indicators, detecting mental health disorders, appropriate screening methods and when and how to involve parents. HOPE will utilize the RtI framework and American School Counselor Association (ASCA) model, HOPE will provide on-site specialized counseling and implement a positive youth development and prevention curricula that will teach essential life skills that support character development, social and emotional learning, civic values, substance and violence prevention, and service-learning among students.

**Region One ESC** will utilize the 40 Developmental Assets framework capacity building activities for educators, staff, and counselors on research-based and pedagogical strategies associated with counseling programs, behavior and classroom management, teamwork and collaboration, crisis intervention. Professional development will include topics on mental health, student/parent guidance, identification and resolving of crisis issues interfering with educational success, reduction of stress, and when and how to involve parents in the process.

**External Evaluator** – Sharyland ISD will contract with **EGT Institute, Inc.**, an **External Evaluator**, to monitor the project’s progress towards the goals and objectives and provide recommendations for continuous improvements. The evaluator will implement an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project’s overall goal, GPRA measures, and project objectives. The evaluator will monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study



and evaluating the program objectives, GPRA measures, and project measures. In addition, the external evaluator will also serve as an ex-officio member of the Project's Steering Committee and will provide updates at quarterly meetings. The evaluator will meet monthly with the Project Director and provide ongoing technical support. Throughout the project, the evaluator will analyze collected data from online surveys, interviews, focus groups, reviews of standardized assessments and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will also assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needs to be engaged. EGT Institute, Inc. will assign the equivalent of 1 FTE Senior Researcher/Evaluator, 1 FTE Evaluator, and 1 FTE Evaluation/Data Specialist to collect, aggregate and disaggregate data from schools. The rate for the evaluation services to be provided by EGT Institute, Inc. includes the evaluators' time, salary, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel. The evaluation services that EGT Institute, Inc. will cover annually include the following:

- Maintain and modify evaluation design – 6 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 6 days
- Conduct ongoing case study experiment – 8 days
- Ongoing assessment of program fidelity and status of GPRA and Project Measures including progress on proposed objectives – 8 days



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- Development of web-based data collection system and testing – 10 days database
- Collect both qualitative/quantitative data and monitor all ongoing data – 8 days
- Train staff and partners on data collection system and follow-up – 6 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 5 days
- Coordinate ongoing monitoring of daily progress – 5 days
- Conduct on-site visits to monitor data collection – 6 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school – 8 days
- Provide regular evaluation results to the Project Director – 6 days
- Develop and submit the USDOE Annual Progress Report 524b – 13 days
- Attend regular program meetings – 5 days

**100 days/year x \$300.00 per day = \$30,000 annually**

Hope Family Health Center @ \$6.00 x 4,000 students	\$24,000
Region One ESC @ \$800 x 7 units/price	\$5,600
External Evaluator @ ave. 7.5% of Total Costs @ \$300 a day x 100 days	\$30,000
<b>Contractual Total:</b>	<b>\$59,600</b>

**7. Construction** **-0-**

**8. Other**

The following items are necessities in order to implement and operate the new project within Sharyland ISD and for the project to conduct the everyday operations, administration, planning, communications, and monitoring required to meeting and/or exceeding all contractual outcomes



----- **COMMITMENT-COOPERATION-COMMUNICATION** -----

and goals. Costs will be incurred for copier, duplication, and printing for project staff to use as a means of communication, reports, correspondence, marketing materials, and other related purposes to meet project outcomes.

In addition, costs incurred will include transportation for students, teachers, and parents to participate in community service and service learning opportunities at local counseling institutions, social service agencies, and mental health establishments. Service learning activities will focus on students learning responsive civic, social and behavioral edict while teaching critical thinking, personal reflection and responsibility competencies by providing invaluable service to public entities and individuals.

**Project ACHIEVE** is an evidence-based school effectiveness and school improvement curriculum and program focusing on the academic and social-emotional/ behavioral progress and success of all students. **Project ACHIEVE** will use strategic planning, professional development, and on-site consultation and technical assistance for student achievement, positive school and classroom climates, effective teaching and instruction, and meaningful parent and community outreach and involvement.

Copier, Duplication & Printing @ \$100 mo. x 12 mos.	\$1,200
Transportation for service learning 4 trips @ \$1,300 (Includes bus, driver, gas, insurance, and supervisors)	\$1,300
<i>Project ACHIEVE</i> @ \$400 x 25 curriculum	\$10,000
<b>Other Total:</b>	<b>\$12,500</b>

**9. Total Direct Costs: \$394,735**

**10. Indirect Costs @ 2.707% only applied half \$5,265**

Indirect costs calculation includes all costs with the exception of only the first \$25,000 of each contractual agreement.

**11. Grand Total: \$400,000**



**YEAR 2**

**1. Personnel**

**Project Director (.15 FTE)** will continue to oversee the overall management of the grant, project implementation, operations, and assure it is in compliance with the rules, regulations, and on track with contractual performance outcomes. The Project Director will provide the overall leadership and work collaboratively with school campuses, administrators, partners, counselors, mental health practitioners, and staff in helping to operate the program effectively and efficiently. In addition, the Project Director will coordinate professional development training and ensure effective implementation of the American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework. The Project Director will use the timeline and milestones developed as a guide to ensure the timely management and achievement of all program objectives and activities. In addition, the Director will work with the school district's finance department to monitor, track and oversee ongoing project expenditures for the district and all contractors, work collaboratively with partners, evaluator, teachers, school administrators, and facilitate the campus Response To Intervention (RtI) Team. The Project Director will develop an up-to-date information database, integrate and cooperate with other offices to meet program goals, prepare and deliver presentations to various groups, and lead the Project Steering Committee. The Project Director will also work with the external evaluator to implement a comprehensive project evaluation that assesses progress, accomplishments, challenges, and efficiency for continuous improvement measures.

**School Site Certified Counselors (3.5 FTEs)** will continue to work closely with the Project Director, psychologists, social worker, mental health practitioners, school administrators, and partners to provide appropriate programming for students and professional development training to parents and teachers. In addition, counselors will help the Project Director in implementing

***Project Start***



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and monitoring the project at the campus level. The school counselors will work closely with students who have academic, social developmental problems, or special needs to address and evaluate their abilities, interests, talents, and personalities in order to develop educational and career goals to ensure their ultimate success. In addition, the counselors will also assist the Project Director with implementing and American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and *Project ACHIEVE*.

**Master Social Worker (1 FTE)** will continue to provide student counseling and case management services and will serve as liaison between the schools and other counseling providers. The social worker will spend a majority of their time with students, parents and will work with teachers to resolve issues interfering with school and academics. In addition, the social worker will conduct ongoing case management for students and families to assess barriers, challenges, needs, coordinate services to eliminate any gaps. The social workers will also assist the Project Director with implementing Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and *Project ACHIEVE*.

Project Director @ \$68,000 (.15 FTE x 12 mos.)	\$10,200
School Site Certified Counselor @ \$54,000 x 3.5 FTEs	\$189,000
Master Social Worker @ \$60,000 x 1 FTE	\$60,000
<b>Total Personnel</b>	<b>\$259,200</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Fringe Benefit rate is approximately 20% of total salaries.

<b>Benefit Total</b>	<b>\$51,840</b>
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**3. Travel**

**Local Travel:** The travel for the *Project STart* staff will consist of mileage to implement program activities at targeted school campuses, attend meetings, professional development, monitor school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school and evening counseling and support, and other required activities related to the success of the project.

Staff @ 200 mi/mo. x .50 per mile x 12 mos.	\$1,200
* Local Travel –The mileage rate for SHARYLAND ISD is consistent with the federal rate and therefore may vary from year to year depending on the appropriate federal rate.	

**Out of State Travel:** As required by the U.S. Department of Education, the Project Director and one additional staff member will attend the National Conference each year of the project.

Office of Safe and Drug-Free School National Conference (Required)	\$2,520
Project Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000, Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3 days x 2 staff = \$390 and Transportation @ \$60 x 2 = \$120; and Airport Parking @ \$10 x 3 days x 2 staff = \$60	
<b>Total Local and Out of State Travel</b>	<b>\$3,720</b>

**4. Equipment -0-**

**5. Supplies**

Basic office supplies, including but not limited to paper, pencils, pens, printing materials, note pads, computer software and other related supplies connected to the success of this project will continue to be purchased. In addition, curriculum and training materials will be purchased through the American School Counselor Association (ASCA) to support and guide the counselors' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead fulfilling lives as responsible members of society. ASCA will continue to provide professional



----- COMMITMENT-COOPERATION-COMMUNICATION -----

development, publications, materials, curriculum and other resources, research and advocacy to more than 23,000 professional school counselors around the globe. ASCA are the professional leaders in counseling and the only international counseling organization to offer International Association of Continuing Education & Training (IACET) certification-authorized Continuing Education Unit (CEUs) for its professional development opportunities. Sharyland ISD through **Project Start** will continue to apply this renowned model, program, curriculum and capacity building activities. The ASCA framework will add a high quality of training, creating highly-trained professional counseling staff and partners to deal with all students' and parents' counseling needs during the day and extend these services after school and in the evenings.

General Supplies @ \$75 x 12 mos.	\$900
ASCA Counseling Curriculum and RtI materials @ \$400 x 17.5 price/unit	\$7,000
<b>Supplies Total</b>	<b>\$7,900</b>

**6. Contractual**

The following services are and will be in accordance with the Sharyland ISD procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36.

**Hope Family Health Center** has agreed to partner with Sharyland ISD and provide professional development services to counselors, social workers, teachers and other related staff in the areas of mental health identifier indicators, detecting mental health disorders, appropriate screening methods and when and how to involve parents. HOPE will continue to utilize the RtI framework and American School Counselor Association (ASCA) model, HOPE will provide on-site specialized counseling and implement a positive youth development and prevention curricula that will teach essential life skills that support character development, social and emotional learning, civic values, substance and violence prevention, and service-learning among students.



**Region One ESC** will continue to utilize the 40 Developmental Assets framework building activities for educators, staff, and counselors on research-based and pedagogical strategies associated with counseling programs, behavior and classroom management, teamwork and collaboration, crisis intervention. Professional development will include topics on mental health, student/parent guidance, identification and resolving of crisis issues interfering with educational success, reduction of stress, and when and how to involve parents in the process.

**External Evaluator** – Sharyland ISD will contract with **EGT Institute, Inc.**, an **External Evaluator**, to monitor the project’s progress towards the goals and objectives and provide recommendations for continuous improvements. The evaluator will continue to use an evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project’s overall goal, GPRA measures, and project objectives. The evaluator will continue to monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, GPRA measures, and project measures. In addition, the external evaluator will remain as an ex-officio member of the Project’s Steering Committee and will provide updates at quarterly meetings. The evaluator will meet monthly with the Project Director and provide ongoing technical support. Throughout the project, the evaluator will remain analyzing collected data from online surveys, interviews, focus groups, reviews of standardized assessments and test results, participant anecdotal records,



participant developed assessments, text book assessments, random interviews and portfolios.

The evaluator will continue to assist the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needs to be engaged. EGT Institute, Inc. will assign the equivalent of 1 FTE Senior Researcher/Evaluator, 1 FTE Evaluator, and 1 FTE Evaluation/Data Specialist to collect, aggregate and disaggregate data from schools. The rate for the evaluation services to be provided by EGT Institute, Inc. includes the evaluators' time, salary, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel. The evaluation services that EGT Institute, Inc. will cover annually include the following:

- Maintain and modify evaluation design – 6 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 6 days
- Conduct ongoing case study experiment – 8 days
- Ongoing assessment of program fidelity and status of GPRA and Project Measures including progress on proposed objectives – 8 days
- Development of web-based data collection system and testing – 10 days database
- Collect both qualitative/quantitative data and monitor all ongoing data – 8 days
- Train staff and partners on data collection system and follow-up – 6 days
- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 5 days



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- Coordinate ongoing monitoring of daily progress – 5 days
- Conduct on-site visits to monitor data collection – 6 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school – 8 days
- Provide regular evaluation results to the Project Director – 6 days
- Develop and submit the USDOE Annual Progress Report 524b – 13 days
- Attend regular program meetings – 5 days

**100 days/year x \$300.00 per day = \$30,000 annually**

Hope Family Health Center @ \$6.00 x 4,000 students	\$24,000
Region One ESC @ \$800 x 7 units/price	\$5,600
External Evaluator @ ave. 7.5% of Total Costs @ \$300 a day x 100 days	\$30,000
<b>Contractual Total:</b>	<b>\$59,600</b>

**7. Construction -0-**

**8. Other**

The following items are necessities in order to implement and operate the new project within Sharyland ISD and for the project to conduct the everyday operations, administration, planning, communications, and monitoring required to meeting and/or exceeding all contractual outcomes and goals. Costs will be incurred for copier, duplication, and printing for project staff to use as a means of communication, reports, correspondence, marketing materials, and other related purposes to meet project outcomes. ...

In addition, costs incurred will include transportation for students, teachers, and parents to participate in community service and service learning opportunities at local counseling



----- COMMITMENT-COOPERATION-COMMUNICATION -----

institutions, social service agencies, and mental health establishments. Service learning activities will focus on students learning responsive civic, social and behavioral edict while teaching critical thinking, personal reflection and responsibility competencies by providing invaluable service to public entities and individuals.

**Project ACHIEVE** is an evidence-based school effectiveness and school improvement curriculum and program focusing on the academic and social-emotional/ behavioral progress and success of all students. **Project ACHIEVE** will remain using strategic planning, professional development, and on-site consultation and technical assistance for student achievement, positive school and classroom climates, effective teaching and instruction, and meaningful parent and community outreach and involvement.

Copier, Duplication & Printing @\$100 x 12 mos.	\$1,200
Transportation for service learning 4 trips @ \$1,300 (Includes bus, driver, gas insurance and supervisors)	\$1,300
<i>Project ACHIEVE</i> @ \$400 x 25 curriculum	\$10,000
<b>Other Total:</b>	<b>\$12,500</b>

**9. Total Direct Costs: \$394,760**

**10. Indirect Costs @ 2.707% only applied half \$5,240**

Indirect costs calculation includes costs with the exception of only the first \$25,000 of each contractual agreement.

**11. Grand Total: \$400,000**



**YEAR 3**

**1. Personnel**

**Project Director (.15 FTE)** during year three will continue to oversee the overall management of the grant, project implementation, operations, and assure it is in compliance with the rules, regulations, and on track with contractual performance outcomes. The Project Director will provide the overall leadership and work collaboratively with school campuses, administrators, partners, counselors, mental health practitioners, and staff in helping to operate the program effectively and efficiently. In addition, the Project Director will coordinate professional development training and ensure effective implementation of the American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework. The Project Director will use the timeline and milestones developed as a guide to ensure the timely management and achievement of all program objectives and activities. In addition, the Director will work with the school district's finance department to monitor, track and oversee ongoing project expenditures for the district and all contractors, work collaboratively with partners, evaluator, teachers, school administrators, and facilitate the campus Response To Intervention (RtI) Team. The Project Director will develop an up-to-date information database, integrate and cooperate with other offices to meet program goals, prepare and deliver presentations to various groups, and lead the Project Steering Committee. The Project Director will also work with the external evaluator to implement a comprehensive project evaluation that assesses progress, accomplishments, challenges, and efficiency for continuous improvement measures.

**School Site Certified Counselors (3.5 FTEs)** will continue to work closely with the Project Director, psychologists, social worker, mental health practitioners, school administrators, and partners to provide appropriate programming for students and professional development training



----- **COMMITMENT-COOPERATION-COMMUNICATION** -----

to parents and teachers. In addition, counselors will help the Project Director in implementing and monitoring the project at the campus level. The school counselors will work closely with students who have academic, social developmental problems, or special needs to address and evaluate their abilities, interests, talents, and personalities in order to develop educational and career goals to ensure their ultimate success. In addition, the counselors will also assist the Project Director with implementing and American School Counselor Association (ASCA) Model, and incorporate the Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and *Project ACHIEVE*.

**Master Social Worker (1 FTE)** will continue to provide student counseling and case management services and will serve as liaison between the schools and other counseling providers. The social worker will spend a majority of their time with students, parents and will work with teachers to resolve issues interfering with school and academics. In addition, the social worker will conduct ongoing case management for students and families to assess barriers, challenges, needs, coordinate services to eliminate any gaps. The social workers will also assist the Project Director with implementing Response-to-Intervention (RtI) process within the framework, 40 Developmental Assets and *Project ACHIEVE*.

Project Director @ \$69,360 (.15 FTE x 12 mos.)	\$10,404
School Site Certified Counselor @ \$55,080 x 3.5 FTEs	\$192,780
Master Social Worker @ \$61,200 x 1 FTE	\$61,200
<i>2% cost living increase in year three</i>	
<b>Total Personnel</b>	<b>\$264,384</b>

**2. Fringe Benefits**

Fringe Benefits include FICA, Workers Compensation, retirement, SAIF, medical, and dental coverage. Fringe Benefit rate is approximately 20% of total salaries.



<b>Benefit Total</b>	<b>\$52,877</b>
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**3. Travel**

**Local Travel:** The travel for the *Project Start* staff will consist of mileage to implement program activities at targeted school campuses, attend meetings, professional development, monitor school campuses, compile evaluation data, administer assessment instruments, provide training, administer after school and evening counseling and support, and other required activities related to the success of the project.

Staff @ 200 mi/mo. x .50 per mile x 12 mos.	\$1,200
* Local Travel –The mileage rate for SHARYLAND ISD is consistent with the federal rate and therefore may vary from year to year depending on the appropriate federal rate.	

**Out of State Travel:** As required by the U.S. Department of Education, the Project Director and one additional staff member will attend the National Conference each year of the project.

Office of Safe and Drug-Free School National Conference (Required)	\$2,520
Project Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000, Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3 days x 2 staff = \$360 and Transportation @ \$60 x 2 = \$120; and Airport Parking @ \$10 x 3 days x 2 staff = \$60	
<b>Total Local and Out of State Travel</b>	<b>\$3,720</b>

**4. Equipment -0-**

**5. Supplies**

Basic office supplies, including but not limited to paper, pencils, pens, printing materials, note pads, computer software and other related supplies connected to the success of this project will be purchased. In addition, curriculum and training materials will continue to be purchased through the American School Counselor Association (ASCA) to support and guide the counselors' efforts in helping students focus on academic, personal/social and career development so that each student may achieve success in school and be prepared to lead



fulfilling lives as responsible members of society. ASCA provides professional development, publications, materials, curriculum and other resources, research and advocacy to more than 23,000 professional school counselors around the globe. ASCA are the professional leaders in counseling and the only international counseling organization to offer International Association of Continuing Education & Training (IACET) certification-authorized Continuing Education Unit (CEUs) for its professional development opportunities. Sharyland ISD through **Project Start** will follow through and apply this renowned model, program, curriculum and capacity building activities. The ASCA framework will add a high quality of training, creating highly-trained professional counseling staff and partners to deal with all students' and parents' counseling needs during the day and extend these services after school and in the evenings.

General Supplies @ \$75 x 12 mos.	\$900
ASCA Counseling Curriculum and RtI materials @ \$466 x 13.5 units/price	\$6,300
<b>Supplies Total</b>	<b>\$7,200</b>

**6. Contractual**

The following services are and will be in accordance with the Sharyland ISD procurement policies and procedures under 34.CFR Parts 74.40-74.48-80.36.

**Hope Family Health Center** has agreed to partner with Sharyland ISD and provide professional development services to counselors, social workers, teachers and other related staff in the areas of mental health identifier indicators, detecting mental health disorders, appropriate screening methods and when and how to involve parents. HOPE will utilize the RtI framework and American School Counselor Association (ASCA) model, HOPE will follow through and provide on-site specialized counseling and implement a positive youth development and prevention curricula that will teach essential life skills that support character development, social



and emotional learning, civic values, substance and violence prevention, and service-learning among students.

**Region One ESC** will remain utilizing the 40 Developmental Assets framework capacity building activities for educators, staff, and counselors on research-based and pedagogical strategies associated with counseling programs, behavior and classroom management, teamwork and collaboration, crisis intervention. Professional development will include topics on mental health, student/parent guidance, identification and resolving of crisis issues interfering with educational success, reduction of stress, and when and how to involve parents in the process.

**External Evaluator** – Sharyland ISD will contract with **EGT Institute, Inc.**, an **External Evaluator**, to monitor the project’s progress towards the goals and objectives and provide recommendations for continuous improvements. The evaluator will complete the evaluation design that will serve both formative and summative evaluation purposes. The formative evaluation will focus on project activities and tasks and the summative component addresses the project’s overall goal, GPRA measures, and project objectives. The evaluator will follow through and monitor progress towards the goal and objectives that will be measured through a rigorous evaluation design that incorporates pre-post mechanisms, regression analysis, monitoring and examination of the effectiveness of the interventions on performance measures including conducting an annual needs assessment. This will include the development of a web-based data collection system, developing survey instruments, collecting data, implementing a comprehensive study and evaluating the program objectives, GPRA measures, and project measures. In addition, the external evaluator will remain as an ex-officio member of the Project’s Steering Committee and will provide updates at quarterly meetings. The evaluator will continue to meet monthly with the Project Director and provide ongoing technical support.



Throughout the project, the evaluator will follow through and analyze collected data from online surveys, interviews, focus groups, reviews of standardized assessments and test results, participant anecdotal records, participant developed assessments, text book assessments, random interviews and portfolios. The evaluator will remain assisting the Project Director with developing and submitting annual progress reports on time to the USDOE. Prior to project and evaluation implementation all potential research involving Human Subjects will be reviewed to ensure the protection of all human subject rights, welfare and well-being and to determine if an Internal Review Board (IRB) needs to be engaged. EGT Institute, Inc. will assign the equivalent of 1 FTE Senior Researcher/Evaluator, 1 FTE Evaluator, and 1 FTE Evaluation/Data Specialist to collect, aggregate and disaggregate data from schools. The rate for the evaluation services to be provided by EGT Institute, Inc. includes the evaluators' time, salary, fringe benefits, use of office space, computers, supplies, internet access, copier services, printing, office support staff, data analysis software and local travel. The evaluation services that EGT Institute, Inc. will cover annually include the following:

- Maintain and modify evaluation design – 6 days
- Develop evaluation instruments and implement trial test (students, educators, parents, administrative staff, etc.) – 6 days
- Conduct ongoing case study experiment – 8 days
- Ongoing assessment of program fidelity and status of GPRA and Project Measures including progress on proposed objectives – 8 days
- Development of web-based data collection system and testing – 10 days database
- Collect both qualitative/quantitative data and monitor all ongoing data – 8 days
- Train staff and partners on data collection system and follow-up – 6 days



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- Administer student, teacher, parent and partner assessments with support of teachers, staff and partners – 5 days
- Coordinate ongoing monitoring of daily progress – 5 days
- Conduct on-site visits to monitor data collection – 6 days
- Analyze all data (short term and longitudinal analysis) and prepare reports for each school – 8 days
- Provide regular evaluation results to the Project Director – 6 days
- Develop and submit the USDOE Annual Progress Report 524b – 13 days
- Attend regular program meetings – 5 days

**100 days/year x \$300.00 per day = \$30,000 annually**

Hope Family Health Center @ \$6.00 x 4,000 students	\$24,000
Region One ESC @ \$825 x 4 units/price	\$3,300
External Evaluator @ ave. 7.5% of Total Costs @ \$300 a day x 100 days	\$30,000
<b>Contractual Total:</b>	<b>\$57,300</b>

**7. Construction** **-0-**

**8. Other**

The following items are necessities in order to implement and operate the new project within Sharyland ISD and for the project to conduct the everyday operations, administration, planning, communications, and monitoring required to meeting and/or exceeding all contractual outcomes and goals. Costs will continue to be incurred for copier, duplication, and printing for project staff to use as a means of communication, reports, correspondence, marketing materials, and other related purposes to meet project outcomes.



----- **COMMITMENT-COOPERATION-COMMUNICATION** -----

In addition, costs incurred will include transportation for students, teachers, and parents to participate in community service and service learning opportunities at local counseling institutions, social service agencies, and mental health establishments. Service learning activities will focus on students learning responsive civic, social and behavioral edict while teaching critical thinking, personal reflection and responsibility competencies by providing invaluable *service to public entities and individuals.*

**Project ACHIEVE** is an evidence-based school effectiveness and school improvement curriculum and program focusing on the academic and social-emotional/ behavioral progress and success of all students. **Project ACHIEVE** will continue to use strategic planning, professional development, and on-site consultation and technical assistance for student achievement, positive school and classroom climates, effective teaching and instruction, and meaningful parent and community outreach and involvement.

Copier, Duplication & Printing @\$100 x 12 mos.	\$1,200
<i>Project ACHIEVE</i> @. \$400 x 20 curriculum	\$8,000
<b>Other Total:</b>	<b>\$9,200</b>

**9. Total Direct Costs: \$394,681**

**10. Indirect Costs @ 2.707% only applied half \$5,274**

Indirect Costs calculation includes all costs with the exception of only the first \$25,000 of each contractual agreement.

**11. Grand Total: \$399,955**

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**3 YEAR SUMMARY BUDGET OVERVIEW**

<b>Counseling 2014 Budget</b>			
<b>Sharyland ISD</b>			
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>1. Personnel Total</b>	<b>\$259,200</b>	<b>\$259,200</b>	<b>\$264,384</b>
Project Director @ \$68,000 x .15 FTE	\$10,200	\$10,200	\$10,404
School Site Certified Counselor @ \$54,000 x 3.5 FTEs	\$189,000	\$189,000	\$192,780
Master Social Worker @ \$60,000 x 1 FTE	\$60,000	\$60,000	\$61,200
<i>2% cost living increase in year three.</i>			
<b>2. Fringe Benefits @ 20%</b>	<b>\$51,840</b>	<b>\$51,840</b>	<b>\$52,877</b>
<b>3. Travel</b>	<b>\$4,695</b>	<b>\$3,720</b>	<b>\$3,720</b>
Staff @ 200 mi/mo. x .50 per. mile x 12 mos.	\$1,200	\$1,200	\$1,200
<b>Out of State Travel</b>			
Project Directors Meeting- Airfare @ \$500, Hotel @ \$245 x 1 night = \$245, Per diem @ \$65 a day x 2 days = \$130, Transportation @ \$80; Airport Parking @ \$10 x 2 days = \$20	\$975		
Office of Safe and Drug-Free Schools National Conference-Project Director & One Additional Staff - Airfare @ \$500 x 2 staff = \$1,000, Hotel @ \$245 x 2 nights x 2 rooms = \$980, Per diem @ \$60 a day x 3 days x 2 staff = \$360 and Transportation @ \$60 x 2 = \$120; and Airport Parking @ \$10 x 3 days x 2 staff = \$60	\$2,520	\$2,520	\$2,520
<b>4. Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5. Supplies</b>	<b>\$6,900</b>	<b>\$7,900</b>	<b>\$7,200</b>
General Office Supplies @ \$75 x 12 mos.	\$900	\$900	\$900
ASCA Counseling Curriculum and RTI materials – Year 1 @ \$400 x 15 units/price, Year 2 @ \$400 x 17.5 units/price, Year 3 @ \$466 x 13.5 units/price	\$6,000	\$7,000	\$6,300

***Project Start***



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<b>6. Contractual</b>	<b>\$59,600</b>	<b>\$59,600</b>	<b>\$57,300</b>
Hope Family Health Center @ \$6.00 x 4,000 students for Year 1 – Year 3	\$24,000	\$24,000	\$24,000
Region One ESC Year 1 -2 @ \$800 x 7 units/price, Year 3 @ \$825 x 4 units/price	\$5,600	\$5,600	\$3,300
External Evaluator @ ave. 7.5% of Total Costs @ \$300 a day x 100 days	\$30,000	\$30,000	\$30,000
<b>7. Construction</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>8. Other</b>	<b>\$12,500</b>	<b>\$12,500</b>	<b>\$9,200</b>
Copier, Duplication & Printing @\$100 x 12 mos.	\$1,200	\$1,200	\$1,200
Transportation for service learning 4 trips - Year 1 & 2 @ \$1,300 (Includes bus, driver, gas, insurance and supervisors)	\$1,300	\$1,300	\$0
<i>Project ACHIEVE</i> Year 1-2 @ \$400 x 25 curriculum, Year 3 @ \$400 x 20 curriculum	\$10,000	\$10,000	\$8,000
<b>9. Total Direct Costs</b>	<b>\$394,735</b>	<b>\$394,760</b>	<b>\$394,681</b>
<b>10. Indirect Costs @ 2.707 only applied half</b>	<b>\$5,265</b>	<b>\$5,240</b>	<b>\$5,274</b>
<b>11. Total Costs</b>	<b>\$400,000</b>	<b>\$400,000</b>	<b>\$399,955</b>

Year 1	Year 2	Year 3	Total
<b>\$400,000</b>	<b>\$400,000</b>	<b>\$399,955</b>	<b>\$1,199,955</b>

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Sharyland Independent School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	259,200.00	259,200.00	264,384.00			782,784.00
2. Fringe Benefits	51,840.00	51,840.00	52,877.00			156,557.00
3. Travel	4,695.00	3,720.00	3,720.00			12,135.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	6,900.00	7,900.00	7,200.00			22,000.00
6. Contractual	59,600.00	59,600.00	57,300.00			176,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	12,500.00	12,500.00	9,200.00			34,200.00
9. Total Direct Costs (lines 1-8)	394,735.00	394,760.00	394,681.00			1,184,176.00
10. Indirect Costs*	5,265.00	5,240.00	5,274.00			15,779.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	399,955.00			1,199,955.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2013 To: 06/30/2014 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 2.70 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.70 %.

Name of Institution/Organization Sharyland Independent School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Ms.	First Name: Leticia	Middle Name:	Last Name: Garcia-Rios	Suffix:
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**Address:**

Street1:	1106 N. Shary Road
Street2:	
City:	Mission
County:	
State:	TX: Texas
Zip Code:	78572-4652
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
956-580-5200	956-580-5229

Email Address:  
lgarcial@sharylandisd.org

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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