

# TITLE VI SUMMARY

## 2001-2002

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Title VI provides federal funds to states under the *Elementary and Secondary Education Act of 1965* (ESEA) as amended by *Public Law 103-382* in 1994. Title VI is intended to contribute to the improvement of elementary (including preschool) and secondary educational programs in both public and private nonprofit schools and institutions. According to Public Law 103-382, Title VI, Section 6001 (b), the purpose of Title VI programs is to:

- support local education reform efforts which are consistent with and support statewide reform efforts under Goals 2000: Educate America Act;
- support state and local efforts to accomplish the National Education Goals;
- provide funding to enable state and local educational agencies to implement promising educational reform programs;
- provide a continuing source of innovation and educational improvement, including support for library services and instructional and media materials; and
- meet the special educational needs of at-risk and high-cost students.

A school district receiving Title VI funds must use those funds to supplement and, to the extent practical, increase the level of funds that would be made available in the absence of Title VI funds. School districts may use Title VI funds to expand existing programs and/or add new programs, including the addition of staff and the acquisition of materials and equipment that would not otherwise be available from state and local funding sources. In no case, however, may a school district supplant local funds by replacing them with Title VI funds.

States earn Title VI funds based on their school-aged population. A school district's Title VI entitlement is based on the number of students enrolled in the district and in participating private nonprofit schools. AISD received an allocation of \$499,393 and spent \$455,990. Approximately \$40,000 will roll forward into the 2002-2003 Title V grant.

## DESCRIPTION OF PROGRAMS

Table 1: 2001-2002 Title VI Program Expenditure Summary

Title VI component	Allocation From Title VI*	Actual Expenditure	Number of Staff Funded	Number of Students Served	Expenditure per Student
<b>Coordinator of Volunteers</b>	\$42,667	\$35,939	1 (60%)	N/A	N/A
<b>AISD Library Resources</b>	\$207,697	\$198,529	N/A	77,017	\$2.58
<b>Library Assistant</b>	\$48,880	\$40,730	1 (100%)	76,850	\$0.53
<b>Private Schools and Neg./Del. Facilities</b>	\$28,034	\$20,533	N/A 1 (100%)	5,359	\$3.83
<b>Visiting Teachers</b>	\$72,432	\$71,646	1 (30%) 1 (80%)	555	\$129
<b>Curriculum Specialists</b>	\$54,502	\$50,431	1 (20%)	N/A	N/A
<b>Reading Recovery</b>	\$23,947	\$21,469	2 (25%)		
<b>Management</b>	\$12,034	\$7,496	1 (20 %)	N/A	N/A
<b>Evaluation</b>	\$9,200	\$9,217	1 (25%)	N/A	N/A
<b>TOTAL</b>	\$499,393	\$455,990	8 partly funded 2 fully funded	N/A	N/A

Source: AISD Financial Services Files

\* Figures reflect Title VI allocations only. Programs may receive additional funds from other sources.

### LIBRARY RESOURCES

Title VI allocated \$207,697 and expended \$198,529 for all AISD elementary and secondary campuses to purchase library materials. Title VI funds were used to supplement underserved areas of library collections, such as foreign language books, audiovisual resources, and books on tape. Campus librarians used the funds to meet needs at each campus. Librarians reported that the funds were very useful in building collections that support the curriculum and include materials that are current, interesting, and in good condition.

### VISITING TEACHERS

During the 2000-01 school year, Title VI allocated \$72,432 and expended \$71,646 for two visiting teachers. Title VI funding paid for 100% of one teacher's salary and for 30% of the other's. The visiting teachers provided services at two high schools, three middle/junior high schools, and nine elementary schools.

The visiting teachers funded by Title VI served approximately 555 students during the 2001-02 school year. They attended parent conferences; located outside counseling services for students; provided counseling during situations where difficulties or crises such as divorce,

parental abuse, or lack of clothing, shoes, electricity, or money for school supplies had occurred; and assisted in locating and retrieving non-returning students. Visiting teachers also conducted in-depth interviews with parents about their child's history and development to help the child obtain special education services and advocated for students in discipline and expulsion meetings. In some cases, visiting teachers provided direct mentoring to students. In addition, visiting teachers worked with numerous local agencies to provide assistance to AISD students and their families.

The Department of School Support employed a total of 16 visiting teachers during that period. If Title VI funding were not available, the staffing would be reduced and the remaining visiting teachers' areas would be expanded. According to an interview with a visiting teacher, this would likely result in more superficial service and less follow-up of difficult cases.

#### **CURRICULUM SPECIALISTS**

Title VI allocated \$54,502 and expended \$50,431 for two curriculum specialists, one in science and one in social studies. The primary duty of the science specialist was to design and implement a science curriculum. To this end, the specialist provided professional development and classroom support, as well as procuring the materials needed. Professional development activities served 889 teachers over the course of the year.

The social studies specialist provided support to campus staff in instruction and assessment. She also helped to design a curriculum aligned with the TEKS and to create and administer district benchmarks. The specialist provided professional development, conducted learning walks, created and tested mini-benchmarks, and assisted teachers and principals in creating action plans for social studies. Her professional development activities served 600 teachers over the course of the school year.

The biggest obstacle to success reported by the science specialist was the number of campuses and teachers that needed to be served. Similarly, the social studies specialist reported not having enough time for all her duties. To alleviate this problem, the science specialist recommended that the district establish and train a group of curriculum-based teacher leaders at the campuses who can provide information and support when the specialist is not present.

**LIBRARY ASSISTANT**

Title VI allocated \$48,880 and expended \$40,730 for a library assistant. This person provided technical support for teachers and librarians with library hardware and software, provided information technology support as a backup for the library technology coordinator, created campus barcodes, and developed and maintained the AISD Library Resource webpage.

The library assistant reports that she has been very successful in achieving the goals of her position. She reports that her most useful duty was providing technical support at campus libraries. The assistant's supervisor reports that the position has been extremely useful to her and to librarians at all campuses.

The biggest obstacle to the success of the library assistant was the outdated computer equipment at several campuses. Although she was able to use it this year, she believes that a lot of it will need replacement over the next few years to keep pace with software updates. The assistant recommends that the district promote a closer working relationship between her position and the district help desk and information technology support staff.

**COORDINATOR OF MENTORS AND VOLUNTEERS**

The coordinator of mentors and volunteers has a number of duties serving to improve recruitment, training and effectiveness of mentors and volunteers at AISD campuses. During the 2001-02 school year, the coordinator organized several activities to recruit volunteers and introduce them to contact persons at the campuses. He developed and used the training materials for mentors, introduced mentors to contacts, and followed up on mentor-contact communication. He developed a database for tracking mentors and volunteers in the district. The coordinator of mentors and volunteers also served as a liaison between AISD and several community groups and political committees that promote volunteerism.

Partners in Education reported that, during the 2001-02 school year, 13,576 volunteers donated a total of 332,880 hours of service. At the federal volunteerism rate of \$16.05/hour, this represents \$5,342,724 in service. Partners in Education reported that, during the same period, 2,287 mentors donated service. Also during this year, the district published a new handbook for mentors and a new mentoring brochure. The coordinator of mentors and volunteers has implemented a number of recruitment and training initiatives and formed collaborations with the Capitol Area Volunteer Center, the University of Texas Volunteer Center, the City of Austin and Travis County Commissioners, and the Office of the President of Mexico.

The coordinator reports that although this year was successful, there remain problems to be addressed. Lack of training of mentor contacts has resulted in the loss of some potential

mentor service. He recommends that the district designate a central training location and encourage or require all mentor contacts to take part in regular training sessions. He also reports that the job is too big for one person and recommends that the district employ additional staff to work with mentors and volunteers.

#### **READING RECOVERY**

Title VI allocated \$23,947 and expended \$21,469 to pay 25% of the salary of a Reading Recovery teacher leader and 25% of the salary of a Reading Recovery secretary. The Reading Recovery teacher leader's duties included teaching two students daily, providing training for Reading Recovery teachers and literacy support specialists, and monitoring the implementation of Reading Recovery on AISD campuses.

#### **PRIVATE SCHOOLS AND NEGLECTED OR DELINQUENT FACILITIES**

By law, Title VI funds are available through AISD to nonpublic, nonprofit schools within AISD boundaries. Private, nonprofit schools were contacted in spring, 2000 to determine if they would participate during the upcoming school year. Funds were then allocated to approved applicants on a per-pupil basis for purchase of items selected by schools. All purchases were made through AISD. The district retains title to, and exercises administrative control over, all equipment and supplies.

Title VI allocated \$28,034 and disbursed \$20,533 that served 3,591 students in 23 private, nonprofit schools and 1,768 students in 8 Neglected or Delinquent facilities. Officials at participating schools were asked to complete a survey of the effectiveness of Title VI funds at their campuses. Among administrators at the seven Neglected or Delinquent facilities, two rated the Title VI-funded materials as *extremely effective*, four rated them as *highly effective*, and one rated them as *ineffective*. The institution that rated the materials as *ineffective* reported that it was difficult to meet the requirements of the grant, due to their non-traditional teaching format and student population. Among administrators at the 22 private schools participating, 17 rated the materials as *extremely effective*, 4 rated them as *highly effective*, and 1 school reported that the materials did not arrive in time to be used during the 2001-02 school year. Student counts and survey information were compiled from campus reports submitted by the facilities. Four private schools did not submit data.

#### **REFERENCE**

Huskey, C. B. (2001). Title VI: 2000-2001 Feedback (OPE Publication Number 00.11). Austin, TX: Austin Independent School District, Department of Accountability, Office of Program Evaluation.

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