

TITLE V SUMMARY

2002-2003

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Title V, formerly a subpart of Title VI, provides federal funds to states under the *Elementary and Secondary Education Act of 1965* (ESEA) as amended in 1994 by *Public Law 103-382* and again in 2001 by *Public Law 107-110*. Title V 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 V, Section 6001 (b), the purpose of Title V 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 V 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 V funds. School districts may use Title V 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 V funds.

States earn Title V funds based on their school-aged population. A school district's Title V entitlement is based on the number of students enrolled in the district and in participating private nonprofit schools. Based on district enrollment of 77,265 as of February 15, 2002, and estimated private school enrollment of 4,821, AISD received an allocation of \$534,373. The district spent \$485,122.

DESCRIPTION OF PROGRAMS

As shown in Table 1, during the 2002-03 school year, six initiatives received funding through Title V. They were the AVID program, visiting teachers, a library

technical assistant, a coordinator of volunteers and mentors, library materials for area private schools, and a data system for AISD’s health services.

Table 1: 2002-03 Title V Program Expenditure Summary

Title V Component	Title V Allocation	Actual Expenditure	Staff Funded	Students Served	Expenditure / Student
AVID	\$206,495	\$189,593	4.00 FTE	555	\$341.61
Visiting Teachers	\$103,508	\$101,120	2.30 FTE	374	\$270.37
Library Assistant	\$51,078	\$50,860	1.00 FTE	78,608	\$0.65
Coordinator of Volunteers	\$49,925	\$44,372	.60 FTE	78,608	\$0.56
Private Schools and Neglected or Delinquent Facilities	\$29,196	\$25,424	N/A	9,327	\$2.73
Health Services	\$12,000	\$12,000	N/A	78,608	\$0.15
Management/Evaluation	\$82,170	\$61,753	.45 FTE	N/A	N/A
TOTAL	\$534,372	\$485,122	8.35 FTE	87,935	N/A

Source: AISD Financial Services Files

Note – Figures reflect Title V funding sources only. Programs may receive additional funds from other sources. All expenditure data were taken from the district budget report on July 10, 2003; expenditures not encumbered before that date are not reflected in this report.

AVID PROGRAM

Advancement Via Individual Determination (AVID) is a program designed to help underachieving students with academic potential prepare for entrance into colleges and universities. In AVID, these students are placed in a college prep academic program, and are provided with a support system to help them achieve in these classes. AVID is designed to prepare underachieving students, from groups traditionally underserved in post-secondary education, to be eligible for and successful in four-year colleges and universities.

Ultimately, AVID is intended to provide a social and academic structure to support students as they work to succeed. In 2002-03, AVID has been expanded into two additional high school sites beyond the original 4 high schools and 4 middle schools. The program prepares participants for postsecondary education by requiring that students take a challenging curriculum and providing support including:

- Writing and study skill instruction,
- College visits and field trips,
- Tutoring, motivational speakers, and mentors,
- Parent training and support, and
- Supportive peer group.

The program is supported on campus by an AVID site team made up of an administrator, a counselor, AVID elective teachers, and core teachers from English, math, social studies, science, and ESL or foreign language departments, as well as parent representatives. This team meets at least monthly to support the AVID classes, to analyze data for improved student achievement, and to assure student access to and success in the most rigorous classes in the school. It is this comprehensive approach that assures AVID students will be competitive and prepared to face the rigor of the university.

The AVID students receive additional academic support from trained tutors from local universities. These tutors meet with small groups of students during the AVID elective twice a week to lead inquiry-based tutorials. College tutors receive training to facilitate deep discussions about academic concepts so the AVID students can be more successful in their honors, pre-AP, and AP courses.

AVID teachers and site team members receive ongoing training in AVID methodologies and curriculum development from the AVID Specialist. In 2002-03, 52 professionals received this training. They then go back to their campuses to share these strategies with their colleagues for the success of all students. In 2002-03, most teachers in the ten AVID schools received training in using AVID techniques in the classroom through staff development programs. According to the 2002-03 Employee Coordinated Survey, 42% of responding teachers on AVID campuses indicated that they used techniques learned in AVID training in all classes. Forty-eight percent agreed that AVID training had been helpful to their teaching.

The specialist is an experienced AVID teacher who meets with campus site teams and goes into the classroom to coach teachers. The specialist also handles district wide aspects of the program including budget, publicity, connections with other district programs and initiatives, and hiring and training tutors. The site teams and the specialist work with parents of AVID students in family workshops so that parents can be more prepared to help their students as they prepare to go to college.

In 1999, AISD received a three-year grant from TEA to implement a Comprehensive School Reform Demonstration program using the AVID model. In the 2002-03 school year, AVID is supported by a combination of local funds (\$51,200 for .4 FTE for the AVID specialist and .25 FTE for evaluation), federal funds through Title V

(\$206,495 for 4 AVID elective teachers), Title II (\$18,000 for AVID Center site fees for the original 8 campuses) and a Dell Foundation grant of \$171,500. The Dell funding provided:

- \$4,500 AVID Center site fees for 2 new campuses
- \$53,000 .6 FTE for the AVID Specialist
- \$38,000 Elective teacher salaries
- \$43,200 Tutor pay
- \$8,400 112 days of substitute teachers to allow local Professional Development
- \$14,400 Conference fees for 32 teachers to attend the AVID Summer Institute
- \$10,000 College visits and other field trips

AVID students are expected to be students in the middle – the types of students that may be overlooked in a busy school environment. Students apply for the program and must demonstrate a commitment to improving themselves in order to be accepted. The program targets disadvantaged youth who hope to be the first in their families to attend college. Site teams should be careful to ensure that qualifying students of any ethnicity are considered. All ethnic groups are eligible for the program, but ethnic minorities tend to be prevalent among participants. In 2002-03, participants were more likely to be ethnic minorities. Table 2 compares participant ethnicity with that of the schools as a whole. Participants were also far more often female (63.4%) than male (36.6%). This ratio may have resulted from self-selection, however the selection process should result in more similar proportions of participants of each gender.

Table 2: Ethnicity Comparison of AVID Participants and All Students in AVID Schools, 2002-03

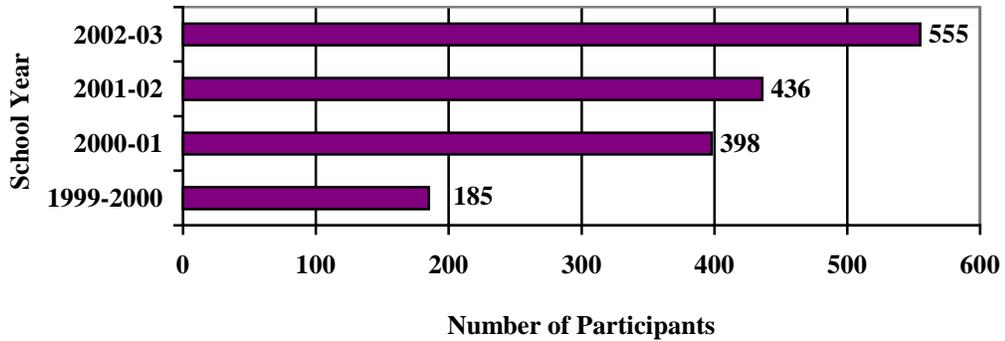
	AVID Participant Ethnicity	Ethnicity in AVID Schools
African American	27.7%	21.5%
Hispanic	57.7%	45.4%
White and Others	14.6%	33.1%

Source: AISD Student Records – ASTU

The program has grown throughout its 4-year life in AISD. It began serving students in Dobie, Webb, Burnet, and Lamar middle schools and Bowie, Lanier, McCallum, and Reagan high schools. During the 2002-2003 school year, two additional

high schools (LBJ and Crockett) have adopted the AVID model. Program growth in numbers of participating students is shown in Figure 1.

Figure 1: Program Participation in AVID, 1999-2003



VISITING TEACHERS

The visiting teachers are a team of mental health professionals who provide wide-ranging services to help students succeed in school. Visiting Teachers work with school staff, agencies, and parents to meet the individual academic, medical, emotional, and economic needs of students. They advocate for students, contract for out-of-district services, gather information to assess the need for special services, and provide crisis counseling.

During the 2002-03 school year, the Department of School Support employed a total of 12 full-time and 6 part-time visiting teachers. Of those, two full-time visiting teachers and one part-time visiting teacher were funded by Title V. Title V allocated \$103,508 and expended \$101,120 for their salaries. The Title V visiting teachers provided services to at least 374 students at two high schools, three middle/junior high schools, and nine elementary schools. For a further evaluation of AISD’s visiting teacher program, see State Compensatory Education Evaluation Report, 2002-03, by Denise Piñon Carrejo (in preparation).

LIBRARY ASSISTANT

Title V allocated \$51,078 and expended \$50,860 for a library assistant. This person purchased, distributed, and configured campus computer systems, provided technical support for teachers and librarians with library hardware and software, created training materials and conducted trainings for campus librarians, 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 performing the duties 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 the equipment this year, she believes that a lot of it will need to be replaced 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

During 2002-03, Title V allocated \$49,925 and spent \$44,372 to fund a coordinator of mentors and volunteers in the Partners in Education program. 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 2002-03 school year, the coordinator organized several activities to recruit volunteers and introduce them to contact persons at the campuses. He assessed campus needs, developed and used the training materials for mentors, introduced mentors to contacts, and followed up on mentor-contact communication. The coordinator of mentors and volunteers also served as a liaison between AISD and several community groups and political committees that promote volunteerism, including: Austin Council of Parent Teacher Associations, the For the Children distribution committee, the Mayor's Committee on Education, the Camacho Center, and the Salute awards program.

Partners in Education staff reported that, during the 2002-03 school year, 16,044 volunteers donated a total of 538,102 hours of service. At the federal volunteerism rate of \$16.54/hour, this represents \$8,900,207.08 of in-kind service. Partners in Education reported that, during the same period, 2,589 mentors donated service. Also during this year, the mentor coordinator oversaw the publication of a new district 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. Because the coordinator is the only staff member responsible for training mentors and mentor contacts, training is limited. 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.

PRIVATE SCHOOLS AND NEGLECTED OR DELINQUENT FACILITIES

By law, Title V funds are available through AISD to nonpublic, nonprofit schools within AISD boundaries. Private, nonprofit schools were contacted in spring, 2002 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 V allocated \$29,196 and disbursed \$25,424 that served 7,452 students in 23 private, nonprofit schools and 1,875 students in 7 Neglected or Delinquent facilities. Officials at participating schools were asked to complete a survey of the effectiveness of Title V funds at their campuses. Among administrators at the schools participating, 23 rated the materials as *extremely effective*, 5 rated them as *highly effective*, and 1 rated them as *moderately effective*. One school did not give an effectiveness rating because the supplies had not yet been used. In response to an item asking how the grant could be made more effective, three schools recommended reducing bureaucracy, for example, allowing private school staff to deal directly with vendors. During 2002-03, private schools did not spend 3,705, or 13% of their allocation.

HEALTH SERVICES

Title V allocated \$12,000 and spent \$12,000 for a consultant who worked with staff in the MIS department to create a health services management software system. The

system, intended to track services and inventory for the campus nurses, is scheduled to come online in August.

MANAGEMENT AND EVALUATION

Title V allocated \$82,170 and spent \$61,753 for management and evaluation of the grant. In addition to indirect costs, the funds paid 20% of the salary of a manager and 25% of the salary of an evaluator.

SUMMARY

Title V money funded a variety of programs at AISD, and all program managers reported that they could not have done their jobs as effectively without Title V funding. Some private schools, however, had difficulty with the bureaucracy required for them to access Title V monies. Most of that bureaucracy is required to meet requirements of the grant, so it cannot be eliminated, but during 2003 – 04, the program manager should offer assistance to schools that have difficulty.

In all, AISD spent \$485,122 from an original Title V allocation of \$534,372. Unspent funds will roll forward to next year's programs. An evaluation of Title V will be submitted to TEA in August, detailing expenditures, number of students served, and number of teachers trained for each funded program. Additionally, programs that received other funding will submit evaluations as required by their funding sources.

AUSTIN INDEPENDENT SCHOOL DISTRICT



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