

## **Title V, Part A Summary Report: 2003-2004**

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Title V, Part A—Innovative Programs provides federal funds to states under the No Child Left Behind Act of 2001 (Public Law 107-110). The purpose of Title V, Part A is to enable state and local educational agencies to support the improvement of elementary and secondary educational programs in both public and private non-profit schools and institutions. According to Section 5101 of the No Child Left Behind Act, Title V funds may be used to:

- support local education reform efforts that are consistent with and promote statewide education reform efforts,
- implement promising educational reform and school improvement programs based on scientifically based research,
- provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials,
- meet the educational needs of all students, including those at risk of dropping out of school, and,
- improve school, student, and teacher performance, including professional development activities and class size reduction programs.

A school district that receives Title V funding must use those funds to supplement and to the extent practicable, increase the level of funds that would be made available in the absence of Title V funding. In no case, however, may a school district supplant local funds by replacing them with Title V funds.

Title V funding is allocated to states based on their school-aged population. A school district's entitlement, in turn, is based on the number of students enrolled in the district and in participating private, non-profit schools. For the 2003-04 school year, Austin ISD received an allocation of \$487,358. With a roll-forward amount of \$47,326 from 2002-03, \$534,684 were available under Title V. In 2003-04, the district spent \$258,365 on several school improvement efforts as described below. During the school year, Austin ISD was informed that funding for one targeted program, AVID (Advancement via Individual Determination), which helps to prepare students with academic potential for entrance to college, would be subject to Title V's

supplanting rules due to its past sources of funding. District administrators therefore decided to fund AVID through alternative means, thereby leaving a roll-forward amount for 2004-05 that is larger than in the previous grant year. Title V regulations do not limit the amount of funding that may be rolled forward to the subsequent year.

### DESCRIPTION OF PROGRAMS

Table 1 shows the programs that were supported by Title V funds in 2003-04, the programs' expenditures, the amount of full-time equivalent staff covered, and the number of students impacted. Expenditures for management and evaluation of Title V are also listed.

Table 1: 2003-04 Title V Program Expenditure Summary

Title V Component	Actual Expenditure	Full-Time Equivalent (FTE) Staff Funded	Students Served
Visiting Teachers	\$71,812	2.30	380
Library Technology Assistant & Library Materials	\$56,829	1.00	77,000
Mentor/Volunteer Coordinator	\$44,811	.60	78,689
Private Schools and Neglected or Delinquent Facilities	\$39,267	n/a	4,451
Associate Superintendents' Professional Development	\$1,536	n/a	n/a
Management/Evaluation	\$44,111	.70	n/a
<b>TOTAL</b>	<b>\$258,366</b>	<b>4.60</b>	

Sources: Austin ISD financial records, Department of State and Federal Accountability, Department of Student Support Services, and surveys of individuals working with funded programs

### VISITING TEACHERS

Visiting teachers are a team of mental health professionals who provide a wide range of services to help students succeed in school. Visiting teachers (VTs) work with school staff, agencies, and parents to meet the individual academic, medical, emotional, and basic economic needs of students. The goal of the program is to provide assistance that will minimize barriers to students' well-being and achievement of academic success. VTs serve in a social worker/counselor capacity to students and as a liaison between families and schools. 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 2003-04 school year, the Department of Student Support Services employed a total of 12 full-time and six part-time VTs who served 1,998 students across the district on 2,046 referrals. (Some of 1,998 students were served more than once during 2003-04.) Two full-time and one part-time visiting teachers were funded by Title V. According to the database maintained by staff in the Student Support Services department, the Title V-funded VTs served a total of 380 students at four high schools, four middle schools, and 16 elementary schools.

VTs serve students at schools according to the campus vertical feeder patterns. For 2003-04, district administrators decided that VTs would be housed at specific campuses and travel to the others they served in the feeder patterns. Previously, VTs were housed in one of the district's central office administration buildings. One VT funded through Title V reported that she was better able to serve the students who sought her during office hours at her campus. Given that many of the students served by the Visiting Teachers are considered at-risk under state guidelines, she felt better able to develop on-going relationships with students by being housed at a campus. For more information about Austin ISD's Visiting Teacher program, see the State Compensatory Education Evaluation Report, 2003-04, by Denise Piñon Carrejo (accessible at <http://www.austin.isd.tenet.edu/about/accountability/ope/reports.phtml> in November 2004).

#### **LIBRARY TECHNOLOGY ASSISTANT & LIBRARY MATERIALS**

As in 2002-03, Title V funded the salary for a library technology assistant and expenses for library materials. The library technology assistant provided technical support for the district's library software and system hardware, developed a system to produce identification barcodes for elementary students, and maintained the Austin ISD library resources web page. She also assisted in the development of training sessions and documentation for district librarians about new library technology, the computer system, and electronic resources for student research. In 2003-04, the district's professional development database, PDA eCampus, showed that 100 district staff members, mostly librarians, attended professional development led by the library technology assistant. A total of \$4,877 from Title V was spent on reading materials for the district's libraries.

On a survey for Title V-funded staff and at a Title V meeting in which the year's accomplishments were discussed, the library technology assistant and administrative supervisor for the Library Media Center described the successes in their work. Partly as a result of Title V-funded activities, campus staff and students had access to technology-based resources for

teaching, learning, and student research. The library technology assistant has continued working with the Instructional Technology department to coordinate library technology resources with the curriculum used in the district. In 2002-03, she reported that a number of campuses had outdated computer equipment in their libraries, and again, she reported this finding for 2003-04. The library technology assistant also reported that a growing number of campuses were not adequately staffed in their libraries, which made finding the right person to train at campuses difficult. Finally, the assistant expressed a desire to work more closely with the district's desktop support staff and help desk to share appropriate support software and troubleshooting tips.

#### **COORDINATOR OF MENTORS AND VOLUNTEERS**

During 2003-04, Title V funds supported a 0.6 FTE for a coordinator of mentors and volunteers for the district's Austin Partners in Education (APIE) program. The coordinator recruited and trained mentors and coordinated activities with volunteer partner organizations. In 2003-04, the Title V-funded coordinator led recruitment efforts at 18 volunteer fairs and community organizations. He also provided training to a total of 52 campus-based mentor contacts and led 31 training sessions for mentors throughout the year. A total of 521 mentors were trained in 2003-04. The coordinator also was involved in managing results from APIE's new system for conducting background checks on potential mentors, tutors, and volunteers. For the coordinator, one highlight of the year was his involvement with the Longhorn Leaders program, in which student athletes from the University of Texas visited middle schools to promote leadership values, academic success, and personal discipline to 7<sup>th</sup> grade students.

The work by the Title V coordinator supported the key goals of APIE including: supporting the academic success of students at all levels through mentoring and tutoring efforts; increasing the number of students who apply to college and receive financial aid; supporting school technology needs through partnerships with business organizations and individuals; and communicating the needs and successes of schools and students to increase the business community's support of the district. APIE reported that in 2003-04, 22,457 mentors and volunteers donated a total of 329,258 hours of service. At the federal volunteerism rate of \$16.54 per hour, APIE staff calculated a value of approximately \$5.4 million of in-kind services.

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

By law, Title V funds are available through the district to private, non-profit schools and facilities that serve neglected and delinquent youth within the Austin ISD boundaries. Staff at private, non-profit schools and facilities for neglected and delinquent youth were contacted in Spring 2003 about participating in Title V, as well as the other federal entitlement grant programs available to them. Title V funds were allocated to approved schools and facilities on a per-pupil basis for the purchase of items selected by the schools. All purchases were made through AISD, and had to meet a requirement of benefiting the schools' or facilities' populations as a whole. The district, in turn, retains title to and exercises administrative control over all equipment and supplies. A total of \$39,267 in Title V funds were spent by 33 private, non-profit schools and facilities, benefiting 4,451 students. These funds were used for purchasing library books, reference materials, and media such as videos and software. Six schools and facilities that were allocated funds in 2003-04 did not spend them.

### **ASSOCIATE SUPERINTENDENTS' PROFESSIONAL DEVELOPMENT**

Title V funds were made available for conference and travel expenses for two associate superintendents to attend the Model Schools Conference from June 25-28 in Washington, D.C. The conference brings together educators, policy makers, and community leaders to discuss educational practices that have contributed to gains in student achievement, as shown in 30 "model" schools identified from across the U.S. Most of the model schools are high schools that have successfully integrated practices such as small learning communities that have boosted achievement among all student subgroups.

### **MANAGEMENT AND EVALUATION**

A total of \$44,111 of the Title V funds were spent on administration and evaluation of the grant and its activities, including direct and indirect costs. A 0.45 full-time equivalent from the Title V grant covered 25% and 20%, respectively, of the salaries for two staff members in the Department of State and Federal Accountability who monitored program expenditures and assisted private, non-profit schools and facilities that serve neglected and delinquent youth. Title V funds supported 25% of the salary for an evaluator from the Department of Program Evaluation, who collected data from district staff regarding programs and from staff at private, non-profit schools and facilities about their expenditures. The evaluator also prepared the

compliance and performance report to the Texas Education Agency that detailed expenditures, the numbers of students served, and staff trained for each funded program.

### **SUMMARY**

A variety of programs were funded through Title V in 2003-04, and at an end-of-year advisory council meeting for the grant, program managers enthusiastically reported on their accomplishments and how their work benefited students. Although a relatively smaller proportion of Title V funds were expended in 2003-04 (\$258,366 out of \$534,684 available), compared with 2002-03 (\$485,122 out of an allocation of \$534,372), plans are underway for funding a number of innovative, research-based programs in 2004-05. Regulations for Title V permit unspent funds to roll forward, and given that Austin ISD's allocation for 2004-05 will be reduced to \$365,519 due to cuts at the federal level, remaining funds will allow continued support of existing programs and the addition of new programs that will meet the educational needs of students in Austin ISD and in community schools and facilities.



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