



TITLE V, PART A SUMMARY REPORT: 2004-2005

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 through 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, to 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 2004-05 school year, Austin ISD received a total allocation of \$393,569. With a roll-forward amount of \$271,246 from 2003-04, a total of \$664,815 was available under Title V. The unusually large roll-forward amount was the result of guidance received at the end of 2003-04 indicating that funding for one targeted program, AVID (Advancement via Individual Determination), would be subject to Title V's supplanting rules due to the program's previous funding sources. District administrators therefore decided to fund AVID through alternative means, thereby leaving a large roll-forward amount for 2004-05. Title V regulations do not limit the amount of funding that may be rolled forward to the subsequent year.

DESCRIPTION OF PROGRAMS

In 2004-05, the district spent \$590,964 on several school improvement efforts as described below. Table 1 shows the programs that were supported by Title V funds, their expenditures, the amount of full-time equivalent (FTE) staff funded for each program, and the number of students served in each program. Expenditures for management and evaluation of Title V, across all programs, also are listed.

Table 1: 2004-05 Title V Program Expenditure Summary

Title V Component	Actual Expenditure	Full-Time Equivalent (FTE) Staff	Students Served
School to Community Liaisons	\$98,980	1.30	639
Library Technology Assistant & Library Materials	\$60,417	1.00	*
Mentor/Volunteer Coordinator	\$43,059	N/A	6,197
Private Schools and Neglected or Delinquent Facilities	\$27,645	N/A	5,214
Positive Behavior Support	\$203,915	3.30	13,769
Bilingual Education Initiative	\$100,000	N/A	N/A
Management/Evaluation	\$56,948	.70	N/A
TOTAL	\$590,964	6.30	

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

*Service available to all students in the district (N = 79,950).

SCHOOL TO COMMUNITY LIAISONS

School to Community Liaisons (SCLs) are a team of mental health professionals who provide a wide range of services to help students succeed in school. Their efforts are intended to minimize barriers to students' well-being and their academic success. SCLs work with school staff, agencies, and parents to meet the individual academic, medical, emotional, and basic economic needs of students. As a liaison between families and schools, SCLs serve students in a social worker/counselor capacity. They advocate for students, contract out-of-district services, gather information to assess the need for special services, and provide crisis counseling. SCLs are housed at the high schools and serve all students and campuses in the respective vertical feeder patterns.

During the 2004-05 school year, the Department of Student Support Services employed a total of 13 full-time and 4 part-time SCLs. Title V funded two part-time SCLs (.50 FTE each) and a portion of one full-time SCL (.30 FTE, with the other .70 of the FTE coming from local funds). In total, the SCL program provided 3,796 students across the district with 9,644 services. The Title V-

funded SCLs served a total of 639 students at four high schools, three middle schools, and twelve elementary schools.

For more information about Austin ISD's School to Community Liaison program, see the State Compensatory Education 2004-05 Evaluation Report (De La Ronde, in press), available online at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

LIBRARY TECHNOLOGY ASSISTANT & LIBRARY MATERIALS

As in previous years, Title V funded the salary for a Library Technology Assistant and expenses for library materials. A total of \$5,092 from Title V was spent on reading materials for the district's libraries. The Library Technology Assistant provided technical support for the district's library software and system hardware, configured student workstations, and maintained the Austin ISD library resources web page. She also provided training and support to district librarians in the use of technology, library management software, and electronic resources for student research. In 2004-05, 190 district staff members, mostly librarians, attended professional development led by the library technology assistant. In addition, she continued working with the Instructional Technology department to train librarians as trainers for the electronic reference databases.

At the annual Title V meeting in which the year's accomplishments were discussed, the Administrative Supervisor for the Library Media Center described the tremendous value of the Library Technology Assistant position. She explained that as more tasks in a library have become technology-driven, many librarians who did not grow up with computers need additional training and support. The Library Technology Assistant has been an important resource and trainer for them. Partly as a result of Title V-funded activities, campus staff and students have had access to technology-based resources for teaching, learning, and student research. The Administrative Supervisor indicated that the position has had a direct impact on students and teachers on all campuses. Several librarians reported that their students' research skills, even at first and second grade levels, have improved as a result of the technical support. Despite the value of this position, Title V funding was eliminated for 2005-06 due to the reduced budget. As a result, alternative funding sources were necessary to maintain support for the position.

COORDINATOR OF MENTORS AND VOLUNTEERS

During 2004-05, Title V funds continued to support the Austin Partners in Education (APIE) program. The key goals of APIE included: (a) supporting the academic success of students at all levels through mentoring and tutoring efforts, (b) increasing the number of students who apply to college and receive financial aid, (c) supporting school technology needs through partnerships with business organizations and individuals, and (d) communicating the needs and successes of schools and students to increase the business community's support of the district. APIE used Title V support to fund a mentor coordinator. The APIE mentor coordinator primarily was responsible for the intake

and training of mentors and for the establishment of the Fulmore Middle School “Falcon Friends” mentoring program. Other responsibilities included training Austin ISD staff, working with Austin ISD campuses to coordinate APIE services, and building relationships with businesses and organizations to leverage resources for Austin ISD schools.

In the fall of 2004, APIE trained 116 school mentor coordinators and campus contacts from 57 Austin ISD campuses. These training sessions consisted of a review of best practices for successful programs, including information regarding recruitment, student enrollment, volunteer intake, and matching students and volunteers. The training also included information on the important role that mentors play, strategies for retaining mentors, and information regarding protecting students from sexual predators.

To recruit mentors throughout the year, enrollment packets consisting of mentor profile forms, reference forms, and background check information, were emailed to volunteers. The mentor coordinator received and reviewed the completed materials before they were sent to the mentors’ respective campuses. More than 2,500 volunteers were processed through the DPS background check system. In addition, 35 mentor trainings were held during the school year, with a total of 246 mentors trained. Forty-one new mentors were assigned to the “Falcon Friends” mentoring program after its implementation in January 2005, bringing the total number of mentors at Fulmore to 60. Finally, a partnership with Big Brothers Big Sisters was formed so that they could assume program management at Fulmore beginning in Fall 2005.

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 2004 about participating in Title V and the other federal entitlement grant programs available to them. Title V funds were allocated for approved schools and facilities on a per-pupil basis for the purchase of items selected by the schools. All purchases were made through Austin ISD and met a requirement of benefiting the schools’ or facilities’ populations as a whole. The district retains title to and exercises administrative control over all equipment and supplies. Thirty-four private, non-profit schools and facilities, serving 5,214 students, spent a total of \$27,645 in Title V funds. These funds were used for purchasing library books, reference materials, and media such as videos and software. Four schools and facilities did not spend funds allocated for their students.

POSITIVE BEHAVIOR SUPPORT

Positive Behavior Support (PBS) is a systematic approach to develop proactive interventions that create a positive behavioral environment within a school. PBS uses a broad range of systemic and individualized strategies to promote positive student behaviors and change disruptive or

destructive behaviors. This is accomplished through a campus behavior support team that implements effective interventions at the school-wide, classroom, and student levels rather than the traditional approach of focusing solely on the student. The program is designed both to prevent and to intervene with problem behavior and requires school-wide responsibility for teaching positive student behaviors. PBS also requires regular and consistent methods for dealing with misbehaviors. As such, campus staff are trained to use data to monitor behaviors and to adjust strategies.

In 2003-04, two schools served as pilot sites for the program and began implementation of the school-wide component. During the 2004-2005 school year, 16 schools received Title IV and Title V funding for the implementation of PBS on their campuses. Of the total \$203,915 of Title V funds for PBS, \$22,000 went to Region XIII Education Service Center as part of a contractual agreement for PBS support. Title V funds also were used for 2.30 FTEs toward two Positive Behavior Support Specialists and partial funding of the Coordinator. The Coordinator provided guidance for campus development and implementation of PBS and Character Education. This included the leadership of a team of PBS Support Specialists and the development of a district-wide plan for the implementation of both PBS and Character Education programs. The PBS Support Specialists facilitated training for campuses in organizing and maintaining behavior support teams, organized school-wide student behavior support systems, provided classroom management support for teachers, and monitored the effectiveness of campus behavior support efforts and outcomes.

Title V also funded 1.0 FTE for a Character Education Specialist. In addition to many of the same duties as the PBS Specialists, the Character Education Specialist provided consultation and support for counselors and for campus implementation of the Character Education initiative. As a component of PBS, the Character Education initiative is intended to engage the school, family, and community in providing students with the character skills necessary for putting the maximum sustained effort into academics, resulting in more productive and safer schools. The Character Education program is designed to provide a comprehensive approach to modeling and reinforcing positive character traits. During the 2005-06 school year, the initiative will be implemented district-wide at the classroom and campus levels, with a variety of activities designed to encourage student participation.

For more information about Austin ISD's Positive Behavior Support program, see the Positive Behavior Support 2004-05 Evaluation Report (Christian, in press), available online at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

BILINGUAL EDUCATION INITIATIVE

English Learners and Educators Versed in Academic Rigor (ELEVAR) is a three-year initiative that is just one component of an ongoing partnership between Austin ISD and the Institute for Learning (IFL) that began in Fall, 2003. For the 2004-05 school year, the contract between the

Institute for Learning and Austin ISD totaled over \$400,000. Title V provided \$100,000 of this funding toward expanding the focus on providing general education teachers with strategies for engaging English Language Learners (ELLs) in learning content knowledge and academic English.

One goal of ELEVAR is to help all Bilingual/ESL teachers understand how to educate ELLs within disciplines, in two languages, using rigorous curriculum and pedagogy that are supported by the Principles of Learning. A second goal is to help all principals and assistant principals improve the performance of teachers who teach ELLs. Toward this end, principals from schools with high numbers of ELLs selected teachers to participate in a two-year study of ELLs through the framework of the Principles of Learning. The selected teachers were expected to attend five days of professional development throughout the year and to share their learning with other teachers and staff at their respective campuses.

During the 2003-04 school year, two cadres of teachers were formed. Twenty-five elementary schools, all 17 middle schools, and 8 high schools participated. Teachers were grouped into two cadres, an elementary cadre with 40 participants and a secondary cadre with 30 participants, which both focused on language arts. For the 2004-05 school year, two more cadres were added: an elementary language arts cadre with 43 participants and a secondary mathematics cadre with 41 participants. Each cadre met for five six-hour sessions spread throughout the 2004-05 academic year.

For more information about Austin ISD's ELEVAR program, see the Bilingual Education/ESL Programs 2004-05 Evaluation Report (Gonzalez, in press) available online at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

MANAGEMENT AND EVALUATION

A total of \$56,948 of the Title V funds was spent on administration and evaluation of the grant and its activities, including direct and indirect costs. A .45 FTE 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. In addition, Title V funds supported 25% of the salary for an evaluator from the Department of Program Evaluation, who designed and coordinated the evaluation of the implementation of PBS and who collected data from district staff and from staff at private, non-profit schools and facilities about program expenditures. The evaluator also prepared the compliance and performance report to the Texas Education Agency that detailed expenditures, the numbers of students served, and numbers of staff trained for each funded program.

SUMMARY

A variety of programs were funded through Title V in 2004-05, 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 significant improvement was made in reducing the amount of roll-forward (from \$271,246 available in 2004-05 to \$38,000 available in 2005-06), there is still a need to utilize funds more expediently. Given the large decrease in allocated funds and cuts made to some programs that were maintained on a relatively small budget, a more rigorous evaluation should be considered for programs that comprise a significant percentage of the budget. As cuts at the federal level reduced Austin ISD's entitlement to only \$236,141 for 2005-06 (77% of the previous year's entitlement, but only 35% of the previous year's operating budget because of rollover), careful evaluation and consideration of program components is especially important to ensure that available funds will continue to effectively meet the educational needs of students in Austin ISD and in community schools and facilities.

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