



Austin Independent School District

Department of Program Evaluation

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TITLE V, PART A SUMMARY REPORT: 2006–2007

Title V, Part A—Innovative Programs provides federal funds to states under the No Child Left Behind Act of 2001 (NCLB; 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 public as well as private, non-profit schools and institutions. According to Section 5101 of NCLB, 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, identified through scientifically based research;
- provide a continuing source of innovation and educational improvement (e.g., 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 the size of their school-age 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 2006–2007 school year, the Austin Independent School District (AISD) received an allocation of \$131,611. With a roll-forward amount of \$39,216 from 2005–2006, a total of \$170,827 was available under Title V. This amount is about half of what was available during the 2005–2006 school year, when the district had \$322,757 in available funds. This decrease is a result of both a reduction in the federal allocation and a smaller roll-forward amount.

DESCRIPTION OF PROGRAMS

In the 2006–2007 school year, the district spent \$138,508 of Title V funds 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: 2006–2007 Title V Program Expenditure Summary

Title V component	Actual expenditure	FTE staff	Students served
School to Community Liaisons	\$79,685	1.3	184
Private schools and neglected or delinquent facilities	\$13,036	N/A	5,384
Positive Behavior Support/Region XIII	\$12,500	N/A	32,370
AmeriCorps for Community Engagement and Education	\$10,000	N/A	400
Management/evaluation	\$23,287	0.32	N/A
TOTAL	\$138,508	1.62	38,236*

Sources: AISD financial records as of July 5, 2007, Department of State and Federal Accountability, Department of Student Support Services, and reports from individuals working with funded programs.

Note: In addition to Title V monies, the SCL and PBS programs also received local funding.

** Unduplicated sum of students served from public and private schools and facilities.*

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 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 their respective vertical feeder patterns.

During the 2006–2007 school year, the Department of Student Support Services employed a total of 14 full-time and 5 part-time SCLs. Title V funded one part-time SCL (.50 FTE) and a portion of two full-time SCLs (.30 FTE and .50 FTE), with support for the remaining FTEs coming from local and Title I funds. In total, the SCL program provided 1,888 students across the district with 9,366 services (Table 2). In addition to the services listed in Table 2, SCLs devoted 1,796 hours to consultation at IMPACT team meetings. Of this total, the 1.3 Title V-

funded SCLs served 184 students at 2 high schools, 3 middle schools, and 12 elementary schools. These students received 752 services, most of which included consultation at IMPACT team¹ meetings, short-term problem solving, or provision of information. For more information about AISD’s SCL program, see the *State Compensatory Education, 2005–2006* evaluation report (Christian & Garland, 2007), available online at: <http://www.austin.isd.tenet.edu/inside/accountability/evaluation/reports.phtml>.

Table 2: 2006–2007 Title V Program Expenditure Summary

SCL services	Number	Percentage
<u>General</u>		
Short-term problem solving	2483	27%
Crisis intervention	233	2%
ARD support/Special Education	665	7%
Information	2512	27%
<u>Connections</u>		
Social service connections	919	10%
Health/medical service connections	547	6%
Mental health service connections	712	8%
Academic resource connections	908	10%
Systems of Care connections	124	1%
<u>Consultation</u>		
Consultation at LST	65	1%
Consultation at 504	6	<1%
Consultation at Disciplinary Hearing	52	1%
Consultation at Bilingual Meeting	4	<1%
<u>Unknown</u>		
Not defined	136	1%
TOTAL	9366	100%

Sources: Department of Student Support Services SCL database.

PRIVATE SCHOOLS AND NEGLECTED OR DELINQUENT FACILITIES

By law, Title V funds are available through the district to private, non-profit schools and to facilities that serve neglected and delinquent youth within the AISD boundaries. Staff at private, non-profit schools and facilities for neglected and delinquent youth were contacted in spring 2006 about participating in Title V and the other federal entitlement grant programs available to them. Title V funds were allocated for services 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 met the requirement of benefiting the schools’ or facilities’ populations as a

¹ IMPACT teams are multidisciplinary teams (including the assistant principal, counselor, nurse, SCL, and other professionals), located at every AISD campus, that develop individualized plans for students at risk of dropping out of school, based on a review of academic and discipline records.

whole. The district retained title to and exercised administrative control over all equipment and supplies. Twenty-seven private, non-profit schools and facilities spent \$13,035 in Title V funds, serving 5,384 students. These funds were used for the purchase of library books, reference materials, and media (e.g., videos and software). Several schools failed to utilize their allotted Title V funds prior to the deadline for making approved expenditures.

POSITIVE BEHAVIOR SUPPORT

Positive Behavior Support (PBS) is a school-wide systems approach designed to promote pro-social behaviors and a culture of competence, to reduce chronic disruptive and destructive behaviors among students, and to meet the needs of children with significant behavior challenges. The goal of PBS is to improve school climate through the development of systems and strategies that address individual student needs on every campus. Designed both to prevent and to intervene in problem behavior, the program requires school-wide responsibility for teaching positive student behaviors. Schools are expected to develop and implement regular and consistent methods for teaching and reinforcing positive behaviors, as well as for dealing with misbehaviors. An essential component of PBS is the establishment of a school-based behavior support team that includes representatives of all role functions within a school, including administrators, teachers, resource officers, and support staff. This team is responsible for using data to develop, implement, and evaluate PBS activities within its school.

Following pilot implementation in the 2003–2004 school year, a cohort of 15 AISD schools received district support for the implementation of PBS on their campuses in 2005–2006. Thirteen new schools began implementation during 2006–2007. Each of the four PBS/character education specialists supported six to eight schools in the implementation and monitoring of PBS activities. Title V provided \$12,500 in funds for the Region XIII Education Service Center as part of a contractual agreement for additional PBS support. Region XIII provided the training for five elementary schools and served as coaching support for two of the PBS specialists. In addition, Region XIII provided ongoing coaching, consultation, and technical support to the PBS teams and staff coaches at five middle schools and a high school, as well as consultation and technical support at two middle schools on an as-needed basis. In addition, they provided training modules and presentations for three PBS cohorts, classroom observation assistance at three elementary schools and a high school, intense and sustained technical assistance for the mathematics teachers at Johnston High School, and individual student observation assistance at three elementary schools. Region XIII also provided more than 400 hours of behavior coach training and training materials for two AISD PBS staff members.

Eighteen additional campuses (13 elementary schools, 3 middle schools, and 2 special campuses²) are scheduled to begin PBS implementation in 2007–2008. Additional information about AISD's PBS initiative can be found online at <http://www.austinisd.org/academics/sss/pbs>. In addition, the *Positive Behavior Support Evaluation, 2004–2005* report (Christian, McCracken, & De La Ronde, 2006), is available online at <http://www.austinisd.org/inside/accountability/evaluation/reports.phtml>.

² The special campuses were the Leadership Academy and Lucy Read Pre-K Demonstration School.

AMERICORPS FOR COMMUNITY ENGAGEMENT AND EDUCATION

Through a contract with the University of Texas at Austin's Dana Center, AISD spent \$80,000 during the 2006–2007 school year to fund the AmeriCorps for Community Engagement and Education (ACEE) initiative serving pre-kindergarten students from the attendance zones of Winn, Walnut Creek, Graham, Sanchez, and Allison elementary schools. Title V monies contributed \$10,000 to support this program at the Lucy Read Pre-K Demonstration School. The program targets low-income elementary schools by providing research-based literacy intervention support to students, while also conducting parent-outreach activities to equip parents with the skills and knowledge to promote reading at home.

ACEE members³ (volunteers) received continuous training from literacy specialists, and each volunteered 8 to 14 hours per week to provide the following tutoring and instructional supports to 400 pre-kindergarten students in 22 classrooms:

- One-to-one tutoring, based on research and Texas Essential Knowledge and Skills (TEKS)
- Assistance with lesson plan preparation and delivery for teachers
- Organization and implementation of a Literacy Family Fun Night
- Implementation of a parent education component at each participating elementary campus

As a part of the one-to-one research and TEKS-based tutoring objective, ACEE volunteers tutored every student at Lucy Read (i.e., 400 in total) three times a week. Tutoring services were separated into three literacy areas: classroom tutors constructed and facilitated small-group early literacy lessons that emphasized the acquisition of letter knowledge, science lab tutors assisted small groups of children from every class and facilitated science investigations, and library tutors worked with small groups of children from every class to facilitate early literacy lessons.

Parental involvement with the program and community outreach were the cornerstones of the ACEE initiative. A parent outreach program component offered parent education classes designed to underscore the critical role of early literacy acquisition.⁴ ACEE held 11 parent classes, averaging approximately 16 parents per class, and ranging between 9 and 24 parent participants. In addition, to foster parental engagement, ACEE volunteers organized a Literacy Family Fun Night, which attracted more than 400 people from the community. Jointly, ACEE members and Lucy Read faculty organized games and activities for attendees to nurture family literacy training. Activities included reading aloud, letter recognition, name necklaces, and musical chairs.

³ The number of volunteers at Lucy Read was 42 in the fall and 34 in the spring. Each teacher was assigned a member during the fall; however, this allotment could not be met in the spring due to an insufficient number of member volunteers.

⁴ At the conclusion of each class, parents were asked to complete a course evaluation survey. Data from these instruments are currently being analyzed by an ACEE program evaluator.

MANAGEMENT AND EVALUATION

A total of \$23,287 of the Title V funds was spent on administration and evaluation of the grant and its activities, including direct and indirect costs. Of this amount, \$3,331 was used to cover indirect expenses. The Title V grant provided a .20 FTE staff member 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, the Title V grant supported a .12 FTE evaluator from the Department of Program Evaluation. The evaluator collected data from district staff regarding Title V-funded programs and from staff at private, non-profit schools and facilities for neglected and delinquent youth regarding program expenditures. The evaluator also prepared the compliance and performance report that was submitted to the Texas Education Agency and that detailed expenditures, the numbers of students served, and the numbers of staff trained for each funded program.

SUMMARY

Although a variety of programs were funded through Title V, the number of programs receiving financial support from Title V monies in the 2006–2007 school year was again trimmed. At an end-of-year advisory meeting for the grant, program managers reported their accomplishments and how their work benefited students. Despite the large decrease in allocated funds and cuts made to some programs, the district still was able to fund several programs and initiatives that benefited thousands of students. In 2007–2008, however, the district faces continuing funding challenges because additional cuts at the federal level have decreased AISD's projected entitlement to only \$111,869. Including an estimated \$30,000 in roll-forward funds, the total amount available for 2007–2008 is approximately \$141,869, nearly \$30,000 less than the previous grant year. More than ever, program components must be considered and evaluated carefully to ensure that available funds meet the educational needs of students in AISD and in community schools and facilities.

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