



# Austin Independent School District

## Department of Program Evaluation

Publication Number 07.67  
October 2008

Marshall W. Garland  
Evaluation Analyst

## TITLE V, PART A SUMMARY REPORT: 2007–2008

This report is a summary of expenditures funded by the Title V, Part A federal grant program. Annually, the AISD Department of Program Evaluation reports to the Texas Education Agency (TEA) the purpose, amount expended, and number of students impacted by programs financed by Title V monies. The purpose of this report is to summarize and publish this information.

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, 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 2007–2008 school year, the Austin Independent School District (AISD) received a Title V allocation of \$134,243. Including a roll-

forward amount of \$30,263 from 2006–2007, a total of \$164,506 was available. 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. For the 2008-2009 school year, only roll-forward funds from will be available.

### **DESCRIPTION OF PROGRAMS**

In the 2007–2008 school year, the district spent \$123,509 of the available Title V funds on several school improvement efforts. Table 1 shows the programs that were supported by Title V funds, the amount expended on each, the amount of full-time equivalent (FTE) staff funded for each program, and the number of students served by each program. Expenditures for management and evaluation of Title V programs are also listed.

Table 1. 2007–2008 Title V Program Expenditure Summary

Title V component	Expenditures	FTE staff	Students served
<b>School to Community Liaisons (SCL)</b>	\$83,057	1.3	174
<b>Private schools and neglected or delinquent facilities</b>	\$17,425	N/A	6,684
<b>Institute for Learning (IFL)</b>	\$6,500	N/A	6,738
<b>Management/evaluation</b>	\$16,527	0.35	N/A
<b>TOTAL</b>	<b>\$123,509</b>	<b>1.68</b>	<b>13,596</b>

*Source.* AISD financial records as of July 8, 2008; 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 IFL programs also received local funding. The number of students served is the weighted number of students served by each program, where the weight is the percentage of total program funding that is provided by Title V monies.

#### **SCHOOL TO COMMUNITY LIAISONS (SCL)**

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 on a secondary school campus and serve all students and campuses in their respective campus tracking patterns.

During the 2007–2008 school year, the Department of Student Support Services employed a total of 15 full-time and 4 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 1,913 students across the district with 11,730 services (Table 2). In addition to the services listed in Table 2, SCLs devoted 1,679 hours to consultation at IMPACT team meetings. Of this total, the 1.3 Title V-

funded SCLs served 174 students at 2 high schools, 3 middle schools, and 12 elementary schools. These students received 1,102 services, most of which included short-term problem solving, information provisioning, or academic resource connections. For more information about AISD’s SCL program, see the *State Compensatory Education, 2005–2006* evaluation report (Christian & Garland, 2007), available at available online at: <http://www.austin.isd.tenet.edu/inside/accountability/evaluation/reports.phtml>.

Table 2. 2007-2008 School to Community Liaison Service Summary

SCL services	Total		Title V funded SCLs	
	Number	Percentage	Number	Percentage
<i>General</i>				
<b>Information</b>	3448	29%	238	22%
<b>Short-term problem solving</b>	2945	25%	319	29%
<b>ARD support/special education</b>	907	8%	86	8%
<b>Crisis intervention</b>	253	2%	22	2%
<i>Connections</i>				
<b>Academic resource connections</b>	1383	12%	169	15%
<b>Social service connections</b>	1038	9%	125	11%
<b>Mental health service connections</b>	730	6%	52	5%
<b>Health/medical service connections</b>	602	5%	49	4%
<b>Systems of Care connections</b>	203	2%	12	1%
<i>Consultation</i>				
<b>Consultation at LST</b>	61	1%	14	1%
<b>Consultation at Disciplinary Hearing</b>	24	<1%	1	0%
<b>Consultation at 504</b>	19	<1%	1	0%
<b>Consultation at Bilingual Meeting</b>	2	<1%	1	0%
<i>Unknown</i>				
<b>Referrals/no service provided</b>	114	1%	13	1%
<b>TOTAL</b>	<b>11729</b>	<b>100%</b>	<b>1102</b>	<b>100%</b>

Source. Department of Student Support Services SCL database

Note. Services presented under the Title V-Funded SCLs represent the weighted number of services provided by Title V funded school to community liaisons. Services are weighted by the percentage of FTE staff supported by Title V funds.

### 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 staff at facilities for neglected and delinquent youth were contacted in spring 2007 about participating in Title V and the other federal entitlement grant programs available to them. A total of \$17,425 of Title V funds were expended to serve 6,684

students at 35 private, non-profit schools and facilities. Although funds were allocated on a per pupil basis at each campus, three schools failed to select materials prior to the deadline for making expenditures.

### **INSTITUTE FOR LEARNING (IFL)**

The work of the IFL at AISD is part of an ongoing partnership that began in the 2000–2001 school year. For 2007–2008, the contract between the IFL and AISD totaled \$692,200, toward which Title V contributed \$6,500. The IFL, in collaboration with AISD, provided a professional development program using the IFL’s system of disciplinary literacy (DL), which was designed to engage principals, teachers, and coaches in instructional methods used with diverse population of students in middle and high schools. The 2007–2008 contract between AISD and the IFL included a total of 82 on-site days of DL in-district services in English language arts (ELA), history, math, and science. An additional stipulation of the IFL contract included intensive training for district leadership to concentrate on issues confronting the district in implementing nested learning communities, including specific issues pertaining to students who are English language learners.

The principal training tool devised by the IFL that was funded with Title V monies was the high school ELA video titled “Professional Learning Communities.” In the video, strategies for engaging students in inquiry-based discussion in ELA courses were modeled for teachers. The video provided a demonstration of an AISD teacher engaging students in a discussion that permitted the intended audience (i.e., teachers, teacher leaders, principals, and the central office staff) to observe the specific teacher skills and strategies required for structuring a lesson around an inquiry-based model. The video was used to train teachers at seven high schools: Akins, Anderson, Austin, Bowie, Crockett, McCallum, and International High School.

### **MANAGEMENT AND EVALUATION**

A total of \$16,527 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, \$3,449 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. This assistance involved the receiving and inventory of library and media materials and the registration of staff for professional development activities. In addition, the Title V grant supported a .15 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 number of students served, and the number of staff trained for each funded program.

## **SUMMARY**

At an end-of-year advisory meeting for the grant, program managers reported their accomplishments and how their work benefited students. Because Title V funding was again trimmed in 2007–2008, only three programs received financial support from Title V monies. The support these programs did receive was a small proportion of each program’s total budget. As a result of the continuing funding cuts, Title V funds again were used to supplement existing programs and to provide assistance to private, non-profit schools within the district boundaries. Despite the large reduction 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. However, with the exception of rollover funds from the 2007–2008 school year, Title V no longer will be funded, beginning with the 2008–2009 school year.

## **REFERENCES**

Christian, C., & Garland, M. (2007). *State compensatory education, 2005–2006* (DPE Publication 05.15). Austin, TX: Austin Independent School District. Retrieved September 16, 2008, from <http://www.austin.isd.tenet.edu/inside/accountability/evaluation/reports.phtml>

**AUSTIN INDEPENDENT SCHOOL DISTRICT**

**SUPERINTENDENT OF SCHOOLS**

Pascal D. Forgione, Jr., Ph.D.

**OFFICE OF ACCOUNTABILITY**

Anne Ware, Ph.D.

**DEPARTMENT OF PROGRAM EVALUATION**

Holly Williams, Ph.D., Director

Cinda Christian, Ph.D.

**AUTHORS**

Marshall W. Garland



**BOARD OF TRUSTEES**

Mark Williams, President

Vincent Torres, M.S., Vice President

Lori Moya, Secretary

Cheryl Bradley

Annette LoVoi, M.A.

Christine Brister

Robert Schneider

Karen Dulaney Smith

Sam Guzman