



**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

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 th

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

and training of mentors and for the establishment of the Fulmore Middle School “Falcon Friends” mentoring program. Other responsibilities included training Austin Er388oablisffeclhr4F6in 46sibilities include

destructive behaviors. This is accomplished through a campus behavior support team that implements effective interventions at the school-wide, classroom is ac9.2.6001 Tm(en1 T70 02n496.7.6 fim)dea

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 by teaching who o(teate EishTg tESL)Tj12 0 0 12 552026 597705.6001 Towaof thend,aprin disals fV pro wiighhis

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