

TITLE V SUMMARY

2002-2003

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Title V, formerly a subpart of Title VI, provides federal funds to states under the *Elementary and Secondary Education Act of 1965 (ESEA)* as amended in 1994 by *Public Law 103-382*



The program is supported on campus by an AVID site team made up of an administrator, a counselor, AVID elective teachers, and core teachers from English, math, social studies, science, and ESL or foreign language departments, as well as parent representatives. This team meets at least monthly to support the AVID classes, to analyze data for improved student achievement, and to assure student access to and success in the most rigorous classes in the school. It is this comprehensive approach that assures AVID students will be competitive and prepared to face the rigor of the university.

The AVID students receive additional academic support from trained tutors from local universities. These tutors meet with small groups of students during the AVID elective twice a week to lead inquiry-based tutorials. College tutors receive training to facilitate deep discussions about academic concepts so the AVID students can be more successful in their honors, pre-AP, and AP courses.

AVID teachers and site team members receive ongoing training in AVID methodologies and curriculum development from

(\$206,495 for 4 AVID elective teachers), Title II (\$18,000 for AVID Center site fees for the original 8 campuses) and a Dell Foundation grant of \$171,500. The Dell funding provided:

- \$4,500 AVID Center site fees for 2 new campuses
- \$53,000 .6 FTE for the AVID Specialist
- \$38,000 Elective teacher salaries
- \$43,200 Tutor pay
- \$8,400 112 days of substitute teachers to allow local Professional Development
- \$14,400 Conference fees for 32 teachers to attend the AVID Summer Institute
- \$10,000 College visits and other field trips

AVID students are expected to be students in the middle – the types of students that may be overlooked in a busy school environment. Students apply for the program and must demonstrate a commitment to improving themselves in order to be accepted. The program targets disadvantaged youth who hope to be the first in their families to attend college. Site teams should be careful to ensure that qualifying students of any ethnicity are considered. All ethnic groups are eligible for the program, but ethnic minorities tend to be prevalent among participants. In 2002-03, participants were more likely to be ethnic minorities. Table 2 compares participant ethnicity with that of the schools as a whole. Participants were also far more often female (63.4%) than male (36.6%). This ratio may have resulted from self-selection, however the selection process should result in more similar proportions of participants of each gender.

Table 2: Ethnicity Comparison of AVID Participants and All Students in AVID Schools, 2002-03

	AVID Participant Ethnicity	Ethnicity in AVID Schools
African American	27.7%	21.5%
Hispanic	57.7%	45.4%
White and Others	14.6%	33.1%

Source: AISD Student Records – ASTU

The program has grown throughout its 4-year life in AISD. It began serving students in Dobie, Webb, Burnet, and Lamar middle schools and Bowie, Lanier, McCallum, and Reagan high schools. During the 2002-2003 school year, two additional

technology support as a backup for the library technology coordinator, created campus barcodes, and developed and maintained the AISD Library Resource webpage.

The library assistant reports that she has been very successful in performing the duties of her position. She reports that her most useful duty was providing technical support at campus libraries. The assistant's supervisor reports that the position has been extremely useful to her and to librarians at all campuses.

The biggest obstacle to the success of the library assistant was the outdated computer equipment at several campuses. Although she was able to use the equipment this year, she believes that a lot of it will need to be replaced over the next few years to keep pace with software updates. The assistant recommends that the district promote a closer working relationship between her position and the district help desk and information technology support staff.

COORDINATOR OF MENTORS AND VOLUNTEERS

During 2002-03, Title V allocated \$49,925 and spent \$44,372 to fund a coordinator of mentors and volunteers in the Partners in Education program. The coordinator of mentors and volunteers has a number of duties serving to improve recruitment, training and effectiveness of mentors and volunteers at AISD campuses. During the 2002-03 school year, the coordinator organized several activities to recruit volunteers and introduce them to contact persons at the campuses. He assessed campus needs, developed and used the training materials for mentors, introduced mentors to contacts, and followed up on mentor-contact communication. The coordinator of mentors and volunteers also served as a liaison between AISD and several community groups and political committees that promote volunteerism, including: Austin Council of Parent Teacher Associations, the For the Children distribution committee, the Mayor's Committee on Education, the Camacho Center, and the Salute awards program.

Partners in Education staff reported that, during the 2002-03 school year, 16,044 volunteers donated a total of 538,102 hours of service. At the federal volunteerism rate of \$16.54/hour, this represents \$8,900,207.08 of in-kind service. Partners in Education reported that, during the same period, 2,589 mentors donated service. Also during this year, the mentor coordinator oversaw the publication of a new district handbook for mentors and a new mentoring brochure. The coordinator of mentors and volunteers has implemented a number of recruitment and training initiatives and formed collaborations

with the Capitol Area Volunteer Center, the University of Texas Volunteer Center, the City of Austin and Travis County Commissioners, and the Office of the President of Mexico.

The coordinator reports that although this year was successful, there remain problems to be addressed. Because the coordinator is the only staff member responsible for training mentors and mentor contacts, training is limited. Lack of training of mentor contacts has resulted in the loss of some potential mentor service. He recommends that the district designate a central training location and encourage or require all mentor contacts to take part in regular training sessions. He also reports that the job is too big for one person and recommends that the district employ additional staff to work with mentors and volunteers.

PRIVATE SCHOOLS AND NEGLECTED OR DELINQUENT FACILITIES

By law, Title V funds are available through AISD to nonpublic, nonprofit schools within AISD boundaries. Private, nonprofit schools were contacted in spring, 2002 to determine if they would participate during the upcoming school year. Funds were then allocated to approved applicants on a per-pupil basis for purchase of items selected by schools. All purchases were made through AISD. The district retains title to, and exercises administrative control over, all equipment and supplies.

Title V allocated \$29,196 and disbursed \$25,424 that served 7,452 students in 23 private, nonprofit schools and 1,875 students in 7 Neglected or Delinquent facilities. Officials at participating schools were asked to complete a survey of the effectiveness of Title V funds at their campuses. Among administrators at the schools participating, 23 rated the materials as *extremely effective*, 5 rated them as *highly effective*, and 1 rated them as *moderately effective*. One school did not give an effectiveness rating because the supplies had not yet been used. In response to an item asking how the grant could be made more effective, three schools recommended reducing bureaucracy, for example, allowing private school staff to deal directly with vendors. During 2002-03, private schools did not spend 3,705, or 13% of their allocation.

HEALTH SERVICES

Title V allocated \$12,000 and spent \$12,000 for a consultant who worked with staff in the MIS department to create a health services management software system. The

