

## At a Glance

The Title V, Part A Innovative Programs is a federally funded program designed to provide funds in support of local education reform efforts and to meet the special educational needs of students at risk of failing or dropping out of school. During the 2004-2005 school year, Title V funds were used to provide services for teachers, students, and parents through seven program components: Basic Skills Core, Parent and Family Literacy, Home Instruction for Parents of Preschool Youngsters (HIPPY), Campus Leadership Launch for First-time Administrators, Region 10 Block Grant, World Cultures, and Early Childhood Training.

### FINDINGS

#### Budget and Expenditures

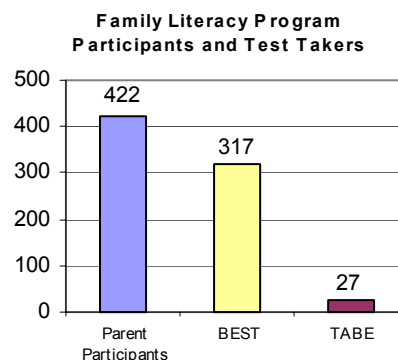
The program components' estimated budget for the 2004-2005 school year was \$491,887. The Region 10 Block Grant Program, which included the private/non-profit schools, accounted for the largest portion (39%) of the budget and the expenditures.

#### Accomplishments

- Non-Basic Skills Core Program students performed better than Basic Skills Core Program students on the 2005 *Texas Assessment of Knowledge and Skills (TAKS)* reading and mathematics tests. BSC students performed better than non-BSC students on the spring 2005 mathematics and reading *Iowa Test of Basic Skills (ITBS)*.
- Of the 422 parents who participated in the Parent and Family Literacy Program, 104 had 84 children in the program, while 318 did not have children in the program. Twelve child care providers cared for the 84 children while their parents attended program classes.

Twenty-seven of the 422 parents took the *Test for Adult Basic Education (TABE)* while 317 took the *Basic Education Skills Test (BEST)*. Of the 344 parents who took the *TABE* and *BEST* tests,

19 (70.3%) and 246 (77%), respectively, made progress.



- The HIPPY Program provided educational preparation and enrichment to 522 children, ages 3-5. The majority of students served were Hispanic, followed by African-American students and Asian students. Female (52%) students slightly outnumbered male (48%) students.
- The Region 10 Block Grant Program provided 99 training sessions. The sessions were attended by a total of 1,495 DISD teachers and administrators, and 227 private/non-profit school teachers and administrators.
- Based on their observed level of use or implementation of the program, World Cultures Program teachers were categorized into three groups: Orientation, Mechanics, and Routine. A multiple comparison of the *TAKS* scores of the students of these teachers revealed that students whose teachers were from the Routine group outperformed students from the Orientation and Mechanics groups. Routine users implemented the state curriculum and the World Cultures strategies.
- A total of 736 campus facilitators and principals attended three training sessions provided by the Early Childhood Training Program.