

## Title V-Innovative Programs: 2005-06

EA06-170-4

### *At a Glance*

The Title V Innovative Programs provide federal funds to support local education reform efforts and to meet the special educational needs of students at risk of failing or dropping out of school. During the 2005-2006 school year, Title V funds provided services for teachers, students, and parents through six program components: Early Childhood Training for campus facilitators, No Child Left Behind or Unchallenged (or Talented and Gifted Program [TAG]), One Lead Training Coaches, Parent and Family Literacy, Region 10 Block Grant, and Teachers for Tomorrow: Texas Association of Future Educators (TAFE) Organizations. The program's 2005-2006 final evaluation report (EA06-170-2) provides a detailed description of each program component and its goals.

#### **Evaluation Methodology**

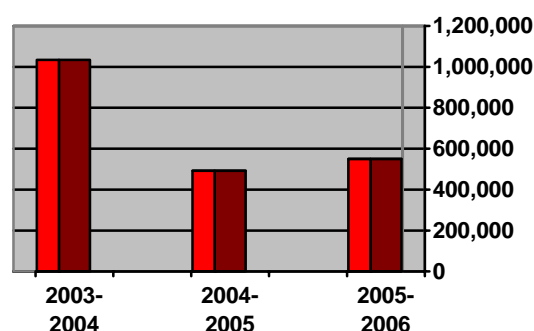
The 2005-06 evaluation's focus was to examine the strengths and weaknesses of each Title V program component, and recommend any needed improvements. Data were collected during meetings and telephone conversations between the evaluators and the program components' managers. Additional data were collected from participants' workshop attendance sign-in sheets. The evaluators analyzed and reported the data.

#### **FINDINGS**

##### **Budget and Expenditures**

The Title V budget for the 2005-2006 school year was \$550,473. The Region 10 Block Grant program, which included the private/non-profit and charter schools, accounted for the largest (35%) portion of the budget and expenditures. Since 2003-2004, the program's budget has decreased sharply, as shown in Figure 1. The program's budget exceeded \$1,000,000 in 2003-2004. In 2004-2005, the budget was

\$491,887, less than half the previous year's budget. In 2005-2006, the Title V budget rose to \$550,473. The program allocated \$40,000 for evaluation in 2005-2006.



**Figure 1: Title V Budget, 2003-2006**

#### **Program Outcomes**

- A total of 470 (duplicated count) campus facilitators and administrators from the district's 6 areas and alternative schools received Early Childhood Education Program training during the year.
- One-hundred and seventy-one (171) area 4 teachers and 106 area 6 teachers received TAG program training during the year.
- The One Lead Training Coaches program specialist made 153 visits to 61 middle and high school teachers' classrooms. This specialist also provided technical, curricular, and training assistance to teachers. She also delivered instructional materials, such as mathematics dictionaries and semester review materials, scope and sequence for Connected Math, and English Language Institute teaching materials.

- More than 200 families participated in the Parent and Family Literacy Program in the 2005-2006 school year, an increase of more than 100 families over the previous year.
- Program managers provided two additional sites to program participants this year. Also, two additional child care providers cared for the children while parents attended classes.
- A total of 2,445 (duplicate count) Dallas Independent School District and 595 (duplicate count) private/non-profit and charter school teachers and administrators received Region 10 Block Grants Program training.
- The nine major areas addressed during the training included Instructional Support, English Language Arts, Mathematics, Science, Social Studies, Administration and Consultations, Mock Trials, Parents' Math and Science Orientation, and Technology. The number of DISD participants in each training area is shown below:
  - Instructional Support (1,235)
  - English Language Arts (883)
  - Mathematics (154)
  - Science (80)
  - Social studies (53)
  - Mock Trials, Parents' Math/Science Orientation, and Technology (30)
  - Administration (10)
- A total of 1,322 students and 139 sponsors from 108 elementary, middle, and high schools took part in the Teachers for Tomorrow: TAFE Organizations Program. Among the 108 schools, 55 were elementary schools, 28 were high schools, and 25 were middle schools.
- The evaluators commended this year's increase in the numbers of Parent and Family Literacy Program families, sites, and child care providers. They recommended

that program management encourage more families to take part in the program.