

# **Title One - Frequently Asked Questions**

## **Q . What is the purpose of Title I?**

**A.** To provide extra educational assistance beyond the regular classroom to students who need to significantly improve their academic performance in order to meet standards in reading and mathematics

## **Q. What is the budget for Title I Part A for the coming year?**

**A.** The Title 1 budget for the coming year has not yet been provided by the Illinois State Board of Education.

## **Q. How many students in District 211 currently receive assistance through Title 1?**

**A.** Approximately 1350 students at Palatine, Hoffman Estates, and Academy North High Schools are served through the Title 1 Program in District 211.

## **Q. If the same students are in Title I for many years, is that okay?**

**A.** The goal of Title I is to assist students so that they no longer need Title I services. However, if a child continues to need additional support and if he or she remains eligible according to State and Federal guidelines, it is the goal of District 211 to continue to provide them with additional services through Title 1

## **Q. May a parent whose child qualifies for Title 1 services reject those services?**

**A.** Many Title 1 benefits are integrated seamlessly in the student's assigned class. For example, Title 1 teacher aides work with all students in Title 1 approved courses. A parent may, however, reject any special Title 1-funded assistance for their child. To do so, they must notify the school, in writing with their signature, that they do not want their child to receive special Title I services. However, it is strongly recommended that the parent first meet with the principal or Title 1 coordinator to assure they are informed fully of the many advantages of Title 1 participation.

## **Aides/Paraprofessionals**

### **Q. How are Title 1 teacher aides used?**

**A.** In a targeted assistance program, Title I instructional aides must work under the direct supervision of a Title I teacher who has the primary responsibility for providing the instructional services to eligible Title I students. Most aides are used in direct classroom instruction and

instructional support in Title 1 classes. However, some Title 1 aides supervise special tutorial centers created specifically for students in Title 1 coursework.

**Q. What does “direct supervision” mean?**

**A.** Direct supervision means: (1) the teacher prepares the lesson and plans the instructional support activities the aide/paraprofessional carries out, and evaluates the achievement of the students with whom the aide/paraprofessional is working, and (2) the aide/paraprofessional works in close proximity with the teacher.

**Assessment**

**Q. When does the Title I assessment take place during the school year? Should/could it be done more than once? How many times per year do most Title I teachers formally assess students?**

**A.** There is no specific single Title 1 test. Title 1 students are assessed multiple times each school year using a combination of classroom, district-wide, state, and national assessment instruments that evaluate their academic progress.

**Professional Development**

**Q. How are Title 1 funds used to improve teacher instructional and management capabilities?**

**A.** Title I funds are approved to provide professional development for teachers, principals, and paraprofessionals who work with students participating in the Title I targeted assistance program. This professional development must meet the following requirements:

The professional development must be focused on helping at-risk students.

The cost of the training must be reasonable.

The teachers, principals, and paraprofessionals participating must be reflective of the grades being served by the Title I program. For instance, teachers serving mathematics and English classes directly identified in the Title 1 grant may receive training consisting of workshops, conferences, and/or in-house programs. Topics for the inservice may focus on any instructional, classroom management, or collaboration topic that is identified to be useful in improving the performance of Title 1 students.

However, other teachers also may receive Title 1 funded professional development if they serve identified Title 1 students in other courses, such as American History or Consumer Education.

All professional development expenditures must be detailed and by the District Title 1 Coordinator before they can be funded.

## **Additional Assistance Outside of the Class**

### **Q. Can Title I Title 1-funded assistance outside of the identified courses in English and Mathematics?**

Additionally, Title 1 schools have a social worker specifically to assist Title 1 students with any social or personal issue that may be impacting that student's ability to learn. The Title 1 social worker is located in the Student Services Center of each Title 1 school.

## **Special Education**

### **Q. Can students on an IEP also receive Title I services?**

**A.** Yes. Special education students are eligible for Title I services on the same basis as all other students. These students must be served on the same basis as all other students. However, each case is looked at independently and great consideration must be given to the student's IEP. If the school is required by law to provide the service in the absence of Title funds, then services cannot be provided with Title I funds.

## **Student Selection**

### **Q. How are students chosen for Title 1 participation?**

**A.** Palatine and Hoffman Estates High Schools have met the State criteria to offer a targeted Title 1 Program. These schools have identified key English and Mathematics courses where students are in most need of acceleration to meet school, district, and state standards. It is these courses that have been approved to receive Title 1 support through the approval of the District's Title 1 application. A list of Title 1 courses is available upon request.

All students in these identified courses, and generally only students in these courses, qualify to receive the benefit of Title 1 funding. The only exception is students who are legally homeless. These students are considered as Title 1 eligible regardless of their course placement.

The District Academy North has received State approval for a Title 1 school-wide program. All of its students are eligible to receive Title 1 benefits.

### **Q. If a student was receiving Title 1 services but then moves, either during or at the end of a school year, to a non-Title 1 course, would he or she still receive Title 1 services?**

**A.** No. The Title 1 application approves funding in targeted school programs only for students while they are enrolled in specific courses, with the exception of legally homeless students.

### **Q. Can parent input be a part of the Title I student selection process?**

**A.** No. Parent input is not an allowable criteria for student selection. Student selection is to be based on **objective**, educationally related, and uniformly applied criteria. Parent request is not objective, nor can it be uniformly applied to all students in the school.

**Q. Can non-Title I students use computers or other items purchased with Title I funds?**

**A.** It is the local school's responsibility to **ensure and document** that Title I students are using equipment, or any other item purchased with Title I funds, the vast majority of the time. The Title I guidance refers to a 90-10 rule suggesting that Title I students should be using Title I purchased items 90% of the time.

### **Testing Out of Title I**

**Q. Is there a way that students may "test out" of Title I during the school year? For example, would you administer a mid-year assessment and then release the students who are doing okay?**

**A.** Students in Title 1 courses may exit Title 1 services only if they advance to a course that is not served by Title 1. That advancement would be based on improved academic performance over an extended period of time, as judged by the student's teacher.