

# No Child Left Behind

## Community and Parent Decision-Making: A Review

**Action Guide for Parents and Communities**

**PUBLIC  
EDUCATION  
NETWORK**

**Public involvement. Public education. Public benefit.**

## Overview

A note from the authors: we realize that this action brief is lengthy but we feel it is critical that community and parent leaders understand how often they are asked to play a role in the implementation of NCLB and to understand the importance of that role. We have looked carefully at every section within all ten Titles of the law.

In many sections NCLB requires that community and parents be involved and this involvement is usually called “consultation”. Consultation requirements occur on a number of different levels—federal, state and local school district levels, and often call for “representatives” of parents and/or the community to be selected to advise NCLB officials.

Please be aware that many of the community and parent decision-making opportunities pertain to Title I, but many other programs under NCLB, not part of Title I, require parent and community consultation as well. This Brief contains only those parent and community roles that require ACTION, and does not include the various provisions where state and local school districts must provide “information.”

## Did you know?

The law now says that parents are to be “afforded substantial and meaningful opportunities to participate in the education of their children.” Title I, Sec. 1001 (12)

Parents and community representatives need to be part of this critical planning process. This requirement gives them the opportunity to work with educators to (1) develop a plan that addresses how the SEA, LEA, and individual schools will promote the social, emotional, and academic growth of students, and (2) shape Title I services that include meaningful parental involvement policies and school practices that lead to increased student achievement.

There are over ten different roles used in NCLB to describe the ways that parents and/or community organization can become involved. They are:

- “advice and recommendation”
- “evaluation and review of [plans]”
- “in consultation with” or “shall be consulted by” or “in meaningful consultation with” or “in systematic consultation with”...[usually followed by state or local school districts]
- “opportunity to submit comments” or “challenge a decision”...[usually by the state or local school district]
- “in participation with”
- “school district shall work with”
- “input being sought”
- “in partnership with”

Often, NCLB requires that “representatives” of certain groups such as parents, community-based organizations, volunteer organizations, and service organizations among others be included in advisory, service or consultation capacity

While the various involvement and consultation roles provided for in NCLB are not specifically defined in the statute, PEN and NCPiE recommends that community members and parents take advantage of each and every opportunity that the law talks about their involvement, including limited literacy, limited English proficiency, and disabilities. It should strive to be in partnership with the school entities, and should be ongoing throughout the process of NCLB development and implementation.

## **Title I, Part Requirements for Parental and Community Involvement at the National Level**

*Federal Regulations and Negotiated Rulemaking  
Title I, Section 1901*

Before publishing in the Federal Register proposed regulations under Title I, the Secretary shall obtain the advice and recommendations of among others, representative of parents, teachers, paraprofessionals, local school boards and other organizations involved with the implementation of Title I programs.

*National Assessment of Title I  
Title I, Part E, Section 1501*

Parents shall be appointed to an independent Title I review panel that the US secretary of education is required to establish to advise the secretary on the national assessment of Title I and its impact on states, LEAs, schools, and students. The national Title I assessment will investigate, among other issues, how effective schools, LEAs, and states have been in publicizing and disseminating LEA report cards to teachers, school staff, students, parents, and the community.

*National Title I Peer Process to Review State Applications  
Section 1111 (e) (1)*

Representatives of parents, teachers, state education agency staff, and local school district personnel and others who are familiar with educational standards, assessments, accountability, the needs of low performing schools and other educational needs of students shall be appointed by the US Secretary of Education to participate in a peer review process assisting in the evaluation of State Title I plans.

# Title I, Part Requirements for Parental and Community Involvement at the State Level

## *Consultation Process in the Development of State Title I Plan*

### *Section 1111 (a) (1)*

“School districts, teachers, principals, pupil services personnel, administrators, other staff, and parents” shall be consulted by each state receiving funds in developing their Title I plan. The plan must indicate how each level of the school system will support parental involvement, and coordinated with other programs under NCLB, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the Head Start Act, the Adult Education and Family Literacy Act, and the McKinney-Vento Homeless Assistance Act.

## *School Support Team for Title I Schools*

### *Section 1117 (a) (4) (A)*

The state must establish a state-wide system school support teams focusing on Title I schools in this order:

- First, with schools that are identified for corrective action;
- Second, with schools that are identified as needing improvement; and
- Third, with schools that need support and help to meet the state achievement expectations, AYP.

This team shall be comprised of people who are knowledgeable about scientifically based research and practice related to teaching and learning, successful school wide programs, and opportunities for low-achieving students. The team shall be comprised of representative’s of highly qualified principals and teachers; parents; pupil services personnel; regional research laboratory staff, and outside consultant groups. Each support team is responsible for:

- reviewing and analyzing all facets of the Title I school’s operation
- assisting in developing an improvement plan that will increase student achievement in that school
- collaborating with parents and school staff in the implementation and monitoring of the plan
- evaluating, at least semi-annually the effectiveness of school personnel assigned to the school; and
- making recommendations to the state education agency concerning additional assistance that is required.

## *State Committee of Practitioners*

### *Section 1903 (b) (1-3)*

Each state that receives Title I funds must create a committee of practitioners comprised with a majority of its members being representatives of parents, school administrators, teachers, school board members, private schools and pupil services personnel. The committee shall advise the state in implementing Title I; review before publication any proposed or final Title I state rule or regulation; and review any emergency rule or regulation immediately after the issuance, but before its released in its final form.

# Title I, Part Requirements for Parental and Community Involvement at the Local Level

Development of Local School District Plan for Title I Application

## Section 1112 (d) (1)

Teachers, principals, administrators, and other appropriate school personnel, and with parents of children in schools served under this part, shall be consulted by the local school district before it submits its Title I application to the State for approval.

Title I school district plans must provide for parental input and participation as follows:

- Must be developed in consultation with parents of children in schools with Title I programs, along with teachers, principals, administrators, and other appropriate school personnel;
- Must describe strategies to implement effective parental involvement;
- Must describe how teachers and the school, in consultation with parents, will identify eligible children most in need of Title I services (for targeted assistance schools, see targeted assistance programs in Glossary); and
- Must submit parents' comments when the plan goes to the state for approval, if Title I parents are not satisfied with the plan.

Development of School Plan To Be Part of the School District's Title I Application

## Sections 1114 and 1115

Title I school plans must provide for parental input and participation as follows:

- Must describe ways the school district will inform parents, teachers, and students about student progress in achieving state standards and, in consultation with parents, ways to identify students most in need of special services;
- Must describe LEA parental involvement policies and programs, how the district will provide technical assistance to support parental involvement programs, and how parental involvement programs will be coordinated with Even Start, Head Start, Reading First, Early Reading First, transition from preschool to kindergarten programs, and LEP programs;
- Must describe how the school will disseminate school and district parental involvement policies; and
- Must describe how services will be coordinated and integrated with other educational programs such as Even Start, Head Start, Reading First, Early Reading First, transition from preschool to kindergarten programs, and LEP programs.

*Note: Targeted assistance schools can use Title I funds to collaborate with local service providers of health, nutrition, and other services if no other public or private resources are available to cover those costs.*

## **Process for Parents to Object to an Unsatisfactory Title I Plan in Application**

*Section 1118 (a) (B) (4)*

If the school district plan is unsatisfactory to Title I parents, the school district shall submit parent comments when it sends its plan to the State for approval.

## **Title I School Wide Program Plan in Application**

*Section 1114 (b) (2)(B)(ii) and (iv)*

Each school that qualifies to be a school wide program must develop a comprehensive plan which shall be developed with the involvement of parents and other members of the community to be served who will carry out such plan including teachers, and school administrators.

## **Title I Targeted Assistance School Plan**

*Section 1112 (b) (E); Section 1118 (c) (5)*

- In consultation with parents, administrators, and pupil services personnel, the school district must include a description of how teachers, in consultation with parents, will identify the eligible children most in need of services for Title I as part of the Title I school district plan that is submitted to the State for approval.
- If the school wide plan is not satisfactory to the parents of participating children, parents must be provided the opportunity to submit their comments on the plan when the school presents the plan for adoption to the school district.

## **Title I School Improvement Plans**

*Section 1116 (b) (2) (B); Section 1116 (b) (B) (ii); Section 1116 (b) (A); Section 1116 (b) (D) (i); Section 1116 (c) (3) (6)*

- If a school is identified for school improvement, the local school district must develop a plan for improving the school, and NCLB says that the district MAY condition the approval of the plan on feedback from parents and community leaders.
- If a school is identified for either school improvement, corrective discipline, or restructuring, the majority of parents in that school may challenge the identification based on a statistical error, or other substantive reasons, which is presented to the school district before it makes its final decision to identify the school as needing improvement.
- After a school has been identified for school improvement, each school must develop a school plan, or revise a previous plan, for improvement, in consultation with parents, school staff, the school district and outside experts. The plan will cover a two-year period. In addition, parents shall be consulted if the plan is revised during that period.
- Within 45 days of receiving the school plan, the school district must establish a peer review process to assist in the review of the school plan, recommending either approval by the district or revisions of the plan. While the law does not explicitly require that parents and community members be part of this review process, we recommend that they be included, since the state includes parents in its own review process of state plans.

- If an entire school district is identified as needing improvement or corrective action, the state educational agency must notify all parents of the district with recommendations on how they can participate in upgrading the quality of the entire district.
- Each school district identified for improvement must develop an improvement plan in consultation with parents, school staff and others.

### **Title I School Restructuring**

#### *Section 1116 (b) (8) (C) (ii) (II)*

If a school is identified for “corrective action,” which results when a school does not make AYP, or the achievement levels expected by the state, after 4 straight years, the school must be restructured. In this case, the school district must provide the teachers and parents with an adequate opportunity to comment about the school restructuring plan, and participate in the development of a revised new plan.

### **Title I Public School Choice**

#### *Section 1116 (b) (E); Section 1116 (b) (11)*

- For schools that are in their first and second years of school improvement; corrective action or restructuring, parents must be notified well before the beginning of the school year in which choice will be offered that they may transfer their student into another public within the school district if any such schools may be available.
- If all of the schools in a school district are identified as needing improvement, corrective action or restructuring, the school district to the extent practicable try to establish a cooperative agreement with another school district in the area.

### **Title I Supplementary Educational Services**

#### *Section 1116 (e) (4) (A); Section 1116 (e) (2) (B); Section 1116(e) (3) (A)*

- The state educational agency shall, in consultation with school districts, parents, teachers and other interested members of the public, promote a maximum number of providers to participate so that parents will have as many choices of providers as possible.
- If a child is eligible for supplementary educational services, the parents shall select and approve the provider of the services, and in consultation with the parent, the school district will develop a statement of specific achievement goals for the student, how the student’s progress will be measured, and a timetable for improvement, that, in the case of a student with disabilities is consistent with the student’ individualized plan.
- The school district is prohibited from disclosing the identity of students who are eligible for or receive supplement educational services without written permission of the parents of the student.

### **Title I School District and School Parental Involvement Policy**

#### *Section 1118 (a) (1); Section 1118 (a) (2) (A); Section 1118 (a) (2) (E); Section (a) (2) (F); Section 1118 (a) (3) (B); Section 1118 (b) (1) and (4); Section 1118 (c) (1-5)*

- Any school district that receives Title I funds must implement programs, activities, and procedures involving parents in programs assisted under Title I, and those programs must be

- planned and implemented with meaningful consultation with parents of participating children.
- Each Title I school district must develop a written parental involvement policy developed jointly with, agreed on with, and distributed to parents of children who qualify for Title I assistance.
  - Each school district shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, and to make revisions as necessary.
  - The parent involvement policy should stipulate how parents will be involved in the activities of the school as identified by criteria in the law.
  - Parents shall be involved in decisions regarding Title I funds that are spent to implement the activities in the parent involvement policy.
  - The school district may establish a district wide parent advisory council to provide advice on parental involvement programs.
  - Each Title I school in the district shall be jointly developed with, and distributed to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the school district parent involvement policy. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents.
  - Each Title I school shall involve parents in an organized, timely and ongoing way in the planning, review, and improvement of school parental involvement policies and programs, and provide parents the opportunity to participate in decisions that relate to the education of their children.
  - As part of the school policy, each school must convene an annual meeting of parents to inform parents about the policy and their rights to be involved. In addition, parents may request that the school call regular meetings so parents can formulate suggestions and participate in decisions relating to the education of their children, and ask the school to respond as quickly as possible.
  - In building parental involvement capacity, NCLB requires that each Title I school district and school shall:
    - Provide assistance to parents in understanding the requirements of NCLB;
    - Provide help to parents such as parent literacy training;
    - Educate teachers, pupil services personnel, principals and other staff in how to communicate and work with parents as equal partners;
    - Coordinate Title I parental involvement with other programs such as IDEA, Head Start, Parents as Teachers, etc; and
    - Involve parents in the development of training for teachers and principals.

### **Title I Parent-School Compact**

#### *Section 1118 (d)*

Each Title I school shall jointly develop with parents of students served by Title I a school-parent compact that outlines how parents, the entire school staff, and students will share responsibility for improved student academic achievement, and the means by which school and parents will build a partnership.

## **Other Title I Programs, Parts B-H**

### **Reading First Student Reading Skills Improvement Grants**

*Title I, Part B, Subpart One, Section 1203 (d)*

In order for a state to qualify for receiving reading grants under this section, the Governor, along with the state education agency must establish a reading and literacy partnership that includes:

- A parent of a public or private school student or a parent who educates the parent's child in the parent's home;
- A community-based organization working with children to improve reading skills using tutors and scientifically based programs shall be included in the partnership; and
- May include a volunteer organization involved in reading programs

### **William F. Goodling Even Start Literacy Programs**

*Title I, Part B, Subpart 3, Section 1238 (a) (A) (3)*

This program requires the formation of a Committee of Practitioners to advise the State in carrying out its responsibilities under the Even Start Act and review the state plan to ensure that Even Start is of high quality and coordinated with other programs. At minimum, the Committee must include: representatives of school districts, administrators, a teacher, including vocational educators, parents, members of local boards of education, representatives of private school children and pupil services personnel. The Act allows additional members to be appointed.

### **Review Panel**

A state review panel that reviews and approves local school application must include one early childhood professional, one adult education professional, and one individual with expertise in family literacy. Additional members may include one or more of the following: a representative of a parent-child education organization, a representative of a community-based literacy organization, a member of a local board of education, business and industry, a person involved with Title I, and/or a person from Reading First and Early Reading First.

### **Education of Migratory Children**

*Title I, Part C, Section 1304 (c) (3); Section 1306 (a) (1) (B)*

- Applications for this program must give assurances, satisfactory to the Secretary, that in the planning and operations at both the State and local levels that there is consultation with parent advisory councils for programs of 1 year duration, and that all programs provides for parental involvement.
- The comprehensive plan for this program must be developed in collaboration with parents of migratory children.

### **Neglected, Delinquent or At-Risk Children and Youth Programs**

*Title I, Part D, Section 1414 (c) (14); Section 1423*

- The State application for this program must provide assurances that the State agency will work with parents to secure parents' assistance in improving the educational achievement of their children.

- The local application must include a description of how the program will involve parents in efforts to improve the educational achievement of their children.

### **Comprehensive School Reform**

*Title I, Part F, Subpart 1 Section 1606 (7)*

Any school district interested in applying for funds under this program must provide for meaningful involvement of parents and the local community in planning, implementing and evaluating school improvement activities, and coordinating these activities with Title I parental involvement requirements under Section 1118.

### **School Dropout Prevention**

*Title I, Part H, Subpart 2*

Any school district that plans for programs under this part may use funds to secure services from a community-based organization related to school-wide efforts.

## **Other NCLB Programs, Titles III-IV**

Besides Title I, NCLB provides parents and community leaders other opportunities to become involved in the decision-making process. These programs and opportunities include:

### **Preparing and Recruiting High Quality Teachers and Principals**

*Title II, Section 2122 (a) (3) (7); Section 2122(a) (9) (C)*

- In applying for this program, the local school district must demonstrate and describe how it collaborated with teachers, paraprofessionals, principals and parents in the planning of activities in the application.
- The school district application must include ways that it will provide training to teachers to involve parents in their children's education.

### **Language Instruction for Limited Proficient and Immigrant Students (for additional information, see LEP Action Brief)**

*Title III, Section 3113, (b) (3); Section 1116 (b) (4 & 5)*

- The state must give an assurance that it consulted with school districts, education-related community groups and non-profit organizations, parents, teachers, school administrators and researchers when developing the state achievement objectives expected of limited English proficient students.
- Each school district or entity (meaning higher education, community based organization and/or the state education agency) that applies for funds under this program must give a description of how it will promote parental and community participation in programs for LEP children; and that teachers, researchers, administrators and parents, and when appropriate, community groups and nonprofits were consulted in the development of the plan.

### **Safe and Drug-Free Schools and Communities**

*Title IV, Part A, Section 4113 (a) (3, 13 & 17); Section 4114 (c) (A & B)*

- State applications to receive money designated for safe and drug-free schools and communities programs must provide assurances that:
  - the application was developed in consultation and coordination with among others parents, students, and representatives of community-based organizations;
  - parental input was sought regarding the use of funds by the SEA and the chief executive officer of the state, how that will be implemented; and
  - the State will monitor the implementation of activities conducted by community-based organizations, other public entities and private organizations.
- The school district shall develop its application or funds through timely and meaningful consultation with among others teachers, other school staff, parents, and community-based organizations.
- The local school district will coordinate safe and drug-free schools and communities programs with other school and community-based services, community groups, coalitions, and government agencies, and a description about how that will be implemented.
- Drug and violence prevention programs may include community-wide planning and organization of activities to reduce violence and illegal drug use, and gang activity prevention

**21st Century Community Learning Centers Title IV, Part B, Section 4201 (B) (3); Section 4203(a) (11); Section 4205 (a) (1) (8); Section 4153**

- Those eligible to apply for 21st century community learning center funds include school districts, community-based organizations, public or private entities, or a consortium of two or more such agencies, organizations, or entities.
- When the state develops its application and plan, each state must provide assurances that teachers, parents, students, and representatives of the business community and of community-based organizations were consulted.
- When the local school district or entity submits its application and plan to receive money under the 21st Century Learning Community Centers, the local entity or school district must describe the relationship between the local community partners in collaborating to provide before and after school programs; must provide an evaluation of community needs and availability of resources for the Center; and must provide assurance that the community will be given notice of intent to submit the application.
- Eligible activities under the 21st century learning community center programs include those that promote parental involvement and family literacy.
- Parents may withdraw their children from any Safe and Drug Free-program upon written notification of parents, and the school district is required to make reasonable efforts to inform parents or legal guardians about the content of safe and drug free programs

**Charter School Programs**

*Title V, Part B, Subpart 1, Section 5203 (b) (1); Section 5203 (b) (3) (E); Section 5210 (2); Section 5225 (a) (1 & 2), subpart 3*

- States applying for assistance under the charter school program must show how they intend to inform teachers, parents, and communities about the program.

- States must describe how the charter school will involve parents and other members of the community in the planning, program design, and implementation of the charter school.
- Developers eligible to start a charter school at the local level include individuals or groups of individuals (including public or private nonprofit organizations), which may include teachers, administrators, other school staff, parents, or other community members.
- In carrying out a charter school program, the chartering entity shall develop its program with the involvement of parents and others in the community to be served and provide for parents in the community to be served information about the program and how the program will operate.

### **Local Innovative Educational Programs**

#### *Title V, Part A, Subpart 3*

Every LEA is eligible to receive federal funding under Title V, which encourages school districts to create programs that will promote increased academic achievement. These innovative programs then become part of the district's overall reform strategy. To receive funding, an LEA must submit an application that identifies the needs of the school district, how the funds will be used, and provisions for systematically consulting with the parents of children who attend elementary and secondary schools in the district or with groups involved in implementing the programs selected. The act identifies 27 uses for the money (such as programs for smaller communities, service learning activities, school safety programs, etc) of which four pertain to community and parental involvement. These are:

- Initiatives to generate, maintain and strengthen parental and community involvement;
- Academic intervention programs such as student counseling that would be operated jointly with community-based organizations;
- Community service programs; and
- Adult and family literacy programs

### **National Assessment of Educational Progress**

#### *Title VI, Section 602 & Section 41*

- Under the National Assessment of Educational Progress (NAEP), two parents not employed by a local, state, or federal educational agency and two representatives of the general public, who may be parents but are not employed by a local, state, or federal educational agency, shall serve on the National Assessment Governing Board. This board was created to oversee NAEP, and parents and members of the public may submit written complaints to the Board (Section 412 under the Amendment to the National Education Statistics Act of 1994)
- Parents of children participating in NAEP must be notified before an assessment is administered that their child may be excused from the assessment, and that students are not required to answer any test questions. (Section 411 under the Amendment to the National Education Statistics Act of 1994)

### **Unsafe School Choice Option**

#### *Title IX, Section 9532*

Any student attending a "persistently dangerous" public school must be allowed to transfer to a

“safe” public school in the same district. In addition, any student who falls prey to a “violent criminal offense” at school may transfer to a safe public school in the same district. The community and parents should work with state officials to define the terms “safe” and “violent criminal offense,” the definition of which NCLB leaves up to the states. In states that have already defined the terms, the community and parents should be notified of those definitions.

### **Armed Forces Recruiter Access to Students and Student Recruiting Information**

#### *Title IX, Section 9528*

Every LEA receiving funds under NCLB must provide military recruiters with the same access to secondary school students as is generally provided to representatives of institutions of higher education or to prospective employers. LEAs receiving funds shall also provide, upon a request made by military recruiters or representatives of an institution of higher education, access to the names, addresses, and telephone listings of secondary school students. A secondary school student, or the parent of the student, can request that the student’s name, address, and telephone listing not be released without prior written parental consent.

## **Action Opportunities for Community Leaders**

- Get a copy of your state’s Title I Plan (most likely found on your state’s department of education website, or contact your state Title I office).
- Find out who were the members of the team that created the Title I Plan.
- Ensure that your state’s plan was created and developed with the assistance of parents and that it truly indicates how each level of the state school system will support parent involvement.
- Find out who the members of your state committee of practitioners are and who the members of your school support team for Title I schools. Ensure that these people are aware of the latest research on Parent Involvement and are committed to actively implementing the latest techniques and programs in your schools.
- Work with the SEA to develop parental involvement policies that include linking schools and education to community endeavors and advocacy, even though NCLB does not require it.
- Ask to serve on the state peer-review committee that reviews Title I plans prior to their submission to the US secretary of education.
- Be a partner with the state and local school districts in developing the applications that satisfy the requirements of the various programs in NCLB including Title I. It should be a matter of habit that community members/groups and community based organizations be part of the application development, even when not specified in the law.
- Community members should request representation on planning committees and to be partners in the planning process. They can provide community support to monitor the school accountability requirements; offer reading, literacy, and other instructional services and support; disseminate data and information; refer students and families to health, preschool, social, and before- and after-school services; strengthen education ties with community volunteers; and offer professional development focused on helping teachers and parents work together more effectively.

- Community members/groups should request to be on the state school support team, AND the local school support teams that are organized to provide planning, evaluation, coordination, and service support for schools identified as needing improvements, restructuring or corrective action.
- Determine who represents the community in the SEA and LEA planning processes. Ask about strategies to engage the community in supporting student success and hold LEAs and schools accountable for student success.
- Provide professional development to help teachers and principals work with parents and community leaders.
- Make resources available to support expanded educational services for students needing the most help.
- Develop your own plan to provide educational services under the Supplemental Educational Services provisions.
- Ask to be part of the team of community representatives and parents evaluating state performance regarding school/community links and parental involvement. This information should be part of the annual SEA review sent to the US secretary of education.

## **Action Opportunities for Parent Leaders**

- Work with the SEA to develop parental involvement policies that include linking schools and education to community endeavors and advocacy, even though NCLB does not require it.
- Contact state and local education officials to get copies of the Title I plan. Ascertain who is on the planning team, and learn about the various ways parents and representatives of parents' organizations have been included in the planning of Title I. This should be done for all the programs included in NCLB.
- Determine how SEA and LEA plans will be distributed to the public and inform other parents how to obtain copies of the plan.
- Provide input to the SEA as it compiles models of effective parental involvement practices; inquire about the criteria and research used to determine model practices.
- Identify ways the SEA will help LEAs and schools build capacity to effectively integrate community and parental involvement into their programs.
- Parent leaders should make sure that a representative group of parents participate in the development of the parent involvement policy and parent involvement compact.
- Once a policy and compact have been developed, make sure they are carried out appropriately and reviewed on a regular basis.
- Parent leaders should make sure that the school district appoints a school support team that includes parents and community members for schools identified as needing improvement, restructuring and/or corrective action.
- Make sure that all supplemental services offered are approved by the state and progress monitored by the school or school district.
- Ask to be part of the team of community representatives and parents evaluating state performance regarding school/community links and parental involvement; this information should be part of the annual SEA review sent to the US secretary of education.

- Ask for representation on committees advising the SEA on carrying out Title 1 responsibilities.
- Ensure that your school district, when it implements programs and activities around parent involvement, are actually done so with meaningful consultation of parents of participating children.
- Ask your district to establish a district-wide parent advisory council.

## **Selected National Resources**

### **U.S. Department of Education**

<http://www.ed.gov/parents/academic/help/partnership.html>

### **National Coalition for Parent Involvement in Education**

<http://www.ncpie.org/WhatsHappening/NCLBBulletins.html>

### **National Network of Partnership Schools/ JHU**

<http://www.csos.jhu.edu/p2000/nochild.htm>

### **National PTA**

<http://www.pta.org/ptawashington/issues/esea.asp>

### **Northwest Regional Education Laboratory**

<http://www.nwrel.org/planning/reports/pi/pi.pdf>

### **A Parent's Guide to NCLB**

<http://www.wrightslaw.com/info/nclb.parent.guide.heath.pdf>

### **Title I Report**

<http://www.titlei.com>

### **Our Vision**

Every day, in every community, *every* child  
in America benefits from a quality public education.

### **Our Mission**

To build public demand and mobilize resources for  
quality public education for *all* children through a national  
constituency of local education funds and individuals.



Public involvement. Public education. Public benefit.

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