



Parent Involvement – No Child Left Behind & Title I

When parents are more involved, students have . . .

- Higher grade-point averages and test scores,
- Enrollment in more challenging coursework,
- Fewer retentions,
- Better attendance,
- Better behavior at home and at school, and
- Better social skills.

United States Department of Education

Parent Involvement as defined by federal statute [Section 9101 (32), ESEA]: The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring . . .

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
- that other activities are carried out, such as those described in section 1118 of the ESEA (Parent Involvement).

Parent Involvement: Title I, Part A – Non-Regulatory Guidance, April 23, 2004

No Child Left Behind requires . . .

- Schools/Districts to notify parents of the school's/district's need to improve, provide a corrective action, or restructure. They must also make the parents aware of the "choice" options within the district and supplemental services available, per federal guidelines.
- Schools/Districts in need of assistance must explain to parents how they can become involved in school improvement efforts.
- School/Districts must provide parents with local report cards – the APR (annual progress report) in Iowa. These report cards must include student achievement data broken out by race, ethnicity, gender, English language proficiency, migrant status, disability status, and low-income status; as well as important information about the professional qualifications of teachers, per federal requirements.
- Schools/Districts receiving Title I funds must ensure parent involvement in overall planning at the district and school levels; written policies on parent involvement at both levels; annual meetings; training; coordinating parent involvement strategies among federal education programs (i.e., Title I, Head Start, Reading First); and evaluating those strategies and revising them if needed.