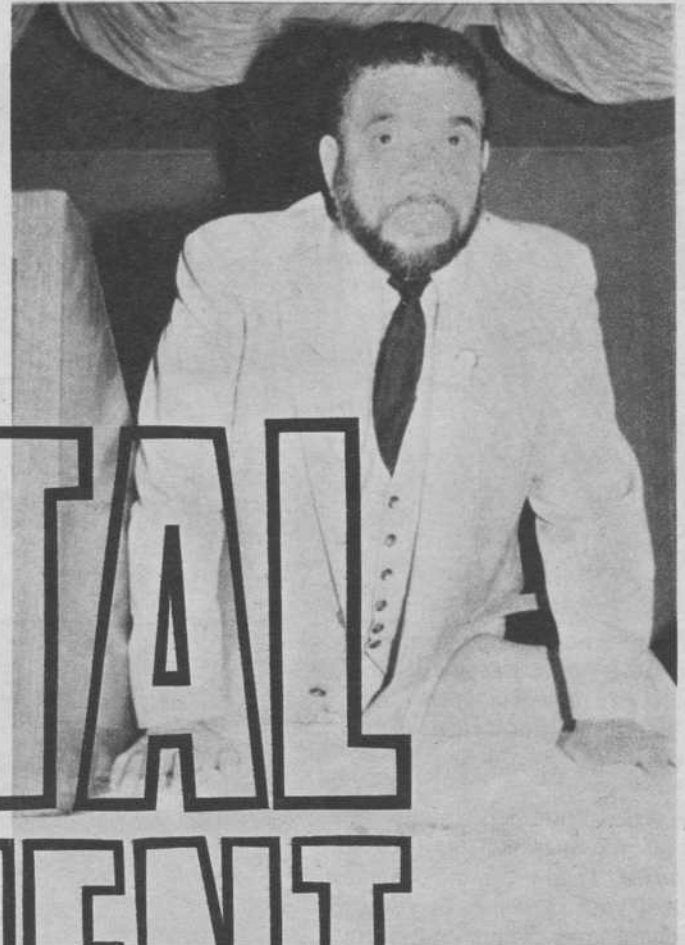


Lloyd Hargrave, Chairman
National Coalition of Title I, Chapter I Parents



PARENTAL INVOLVEMENT

A SPECIAL ROLE FOR MINORITY COMMUNITIES

"America as a whole—and the Black and Hispanic communities in particular—are suffering tragically because of the widespread evidence that there has been misappropriation of a large part of the billions of dollars allocated by Congress specifically to address the compensatory needs of the educationally disadvantaged."

"Our Black and Hispanic communities will continue to suffer from this damaging kind of unlawful diversion unless many more parents from our communities—along with the leadership of all of our community-building organizations—become involved in a strong supportive, close-up way with advocacy and oversight groups like the National Coalition of Title I, Chapter I Parents."

Faye Bryant, Supreme Basileus
Alpha Kappa Alpha Sorority, Inc.

Parental involvement in education is not a new idea. Thanks to dedicated and committed leaders like William Anderson of Wilmington, Delaware, Lloyd Hargrave of Buffalo, New York and others, parental involvement over the last 15 years has become a vital part of the fabric of American public education. This active participatory role was due in large part to the influence of federally-

funded education programs, specifically Title I of the Elementary and Secondary Education Act (ESEA) of 1965.

Important Background

THE need for this extra help arose largely from the fact that Black and other minority children simply were not being educated with the policies and practices established by most school boards. One aftermath is that, today, nearly 50 percent of adult Black Americans who have gone through our public school systems still can neither read nor comprehend beyond the fourth grade level.

As a consequence of this lack of proper education, these Black brothers and sisters—all precious children of God—are ensnared by alienation, hopelessness and despair for the rest of their lives unless Black parental and other involvement in school policies and programs becomes much more widespread.

Accordingly, among the primary purposes of this important article are to (1) inform our Black, Hispanic and other minorities about the consequences of non-involvement; (2) provide information on the powerful opportunities available for literacy-enhancement under present legislation; and (3) encourage every reader of this article to become involved—starting with sending a much-needed membership contribution of five dollars (\$5.00) to the National Parent Center in Washington, D.C.

Until this Title I legislation was enacted, adequate education for a large part of Black, Hispanic and other darker-skinned minorities would have been only a dream. Even with this legislation, any thrust toward active participation of parents in the educative process would have been ineffective—if not totally impossible—without a powerful interest group, organized to become a parent advocate.

This group, initially called the National Coalition of ESEA Title I (now Title I, Chapter I Parents, is an organization of parents committed to the

philosophy of total community participation in the development of programs and agendas to redress the plight of this nation's educationally disadvantaged children and for the rights of parents.

Before dealing further with the long and arduous struggle of Title I, Chapter I Parents, we feel it helpful to present some extremely-valuable information on the legislation and its unusual potential for Black, Hispanic and other educationally-mistreated minorities. The questions and answers below are furnished with the help and permission of the Children's Defense Fund in Washington, D.C.

What is Chapter I?

Chapter I of the Education Consolidation and Improvement Act (ECIA) [formerly Title I of the Elementary and Secondary Education Act (ESEA)] is the largest federal aid program for elementary and secondary schools. Chapter I

(Continued on page 14.)

"Pulling Ourselves Up By Our Own Bootstraps...A Series