

**CREDENTIAL REQUIREMENT:
PARENT/FAMILY INVOLVEMENT COMPONENT**

Adopted by Convention Delegates May 7, 1993

- WHEREAS, The National PTA has adopted education goals for the year 2000, including a goal to establish a comprehensive parent involvement program in every elementary and secondary school in the United States; and
- WHEREAS, The California State PTA cosponsored AB 322 (Chapter 1400, Statutes of 1990), which requires each school district in California to adopt a policy on parent involvement that includes training teachers, administrators and parents in effective two-way communication; and
- WHEREAS, Research has documented that parental involvement and support in the education of children is an integral part of improving academic achievement and success; and
- WHEREAS, The teacher (including counselor) and administrator credentials in California do not require components on working with parents, on the importance of parent involvement, and on the necessity to understand the diverse cultures and ethnicities among the student population; and
- WHEREAS, Institutions of Higher Education (IHE), county offices of education and school districts offering alternative paths to certification and in-service training programs do not require or include an emphasis on working with parents and the importance of parent involvement in the various curricula; and
- WHEREAS, Studies show that teachers, counselors and administrators must be prepared to work with parents to ensure student success; now therefore be it
- RESOLVED,** That the California State PTA develop and support legislation to require the inclusion of a component on parent/family involvement for the teacher, counselor and administrator credentials; and be it further
- RESOLVED,** That the California State PTA, its units, councils and districts urge institutions of higher education, county offices of education, educational associations and school districts, as part of their respective teacher/administrator training programs, to develop curricula on and require training in the changing family (including ethnic and cultural diversity) and how to effectively involve all families in the education of their children.

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BACKGROUND SUMMARY

The California State PTA has been concerned for several years that educators are neither trained about the importance of parent involvement in the education of all students nor are they provided with strategies on how to accomplish this. The changing family structure in our society creates new challenges; there are now more students with single parents or two working parents. California's student population is becoming increasingly diverse, making understanding the various ethnicities and cultures a matter of extreme importance.

Many studies have shown that parent involvement has a positive impact on students' educational success, behavior and school attendance.

The California State Board of Education adopted a policy in 1989 on parent involvement. California State PTA cosponsored legislation (AB 322, 1990) to require all school districts to develop and implement a parent involvement policy (Education Code, Chapter 16 section 11500-15506). The law requires that programs to implement the policy

- must answer the needs of the total community,
- provide ways to support parents as they work with their children,
- build consistent and effective communication between school and home,
- train teachers and administrators in effective ways of communication with parents and integrate parent involvement programs as part of the school's master plan for academic accountability.

The California Legislature, in Assembly Concurrent Resolution Number 45 (Bates, 1991), requested all public and private institutions of higher learning with approved teacher training programs to implement instruction related to parent involvement, regardless of socioeconomic status, educational level or culture.

Members of the Department of Education's Intradepartmental Committee on Parent Involvement and the Superintendent's Advisory Committee identified key issues facing the successful development, delivery and evaluation of parent involvement programs in California public schools. One of the key issues identified was that teachers and school administrators should be better prepared and supported in their efforts to implement comprehensive parent involvement programs.

There is no mandate to require that teacher and/or administrator credentialing programs include a component to train educators to work with and involve parents in their children's education. Despite the enactment of the parent involvement law, there is no component to train educators to include and work with parents in decision making at the school.