

**CHLD 82 Course Outline as of Fall 2020****CATALOG INFORMATION**

Dept and Nbr: CHLD 82 Title: FAMILY ENGAGEMENT IN ECE

Full Title: Family Engagement in Early Care &amp; Education

Last Reviewed: 12/9/2019

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Students will investigate issues, techniques and resources for establishing effective working relationships between early childhood professionals and families. This course is designed to provide professionals in early care and education with the skills and information necessary for building and maintaining partnerships with families.

**Prerequisites/Corequisites:**

Course Completion of CHLD 51 ( or CHILD 51)

**Recommended Preparation:**

Eligibility for ENGL 1A or equivalent

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Students will investigate issues, techniques and resources for establishing effective working relationships between early childhood professionals and families. This course is designed to provide professionals in early care and education with the skills and information necessary for building and maintaining partnerships with families. (Grade or P/NP)

Prerequisites/Corequisites: Course Completion of CHLD 51 ( or CHILD 51)

Recommended: Eligibility for ENGL 1A or equivalent  
Limits on Enrollment:  
Transfer Credit: CSU;  
Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
<b>CSU Transfer:</b>	Transferable	Effective: Fall 2020	Inactive:
<b>UC Transfer:</b>		Effective:	Inactive:

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Describe systems for consistent, effective communication with families.
2. Build supportive partnerships with families from diverse backgrounds.
3. Apply methods for building community and identify community resources for children and families.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Identify the various structures and functions of families within cultural and political contexts.
2. Compare and contrast various effective approaches to building partnerships with families.
3. Apply communication techniques for working with families.
4. Identify community services and agencies that support all families.
5. Use culturally inclusive and anti-bias strategies for family engagement.
6. Discuss the development of teacher-parent and parent-parent relationships within the program and the wider community.

**Topics and Scope:**

I. Family Function: History and Practices

- A. Historical and contemporary family structures and functions
- B. Social and political contexts

II. The Characteristics of Families

- A. Language
- B. Culture
- C. Family structure
- D. Effects of adverse situations

- E. Socioeconomic status
- III. Family-Centered Early Childhood Programs
  - A. Positive partnerships with families
  - B. Effective communication strategies
  - C. Professional boundaries
  - D. Barriers to effective partnerships
- IV. Family Engagement in Early Childhood Programs
  - A. Benefits and challenges of family engagement
  - B. Family engagement at the administrative level
- V. Community Building within the Early Childhood Program
  - A. Family-centered approaches
  - B. Resource networks
  - C. Involvement and engagement in the greater community
- VI. Role of the Teacher/Administrator in Family Engagement
  - A. Advocacy
  - B. Professional Ethics
  - C. Leadership

### Assignment:

1. Weekly reading assignments from the text, handouts, and/or the internet, of approximately 20 pages per week
2. Reflective writing; personal response to material presented in class and reading; 3-5 papers, 4-6 pages each
3. Written assessment of family partnership practices in an early childhood program, with an action plan for improvement (approximately 4-6 pages)
4. Group research project on selected topic pertaining to family engagement requiring research and an interactive, in-class presentation of approximately 10 minutes and a written report of 4-6 pages
5. Participation in class discussions and problem solving activities
6. Exams (2-4) on readings, terminology, presentations, and lectures

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective writing; family partnership action plan; group research report

Writing  
60 - 70%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

In-class problem solving exercises

Problem solving  
5 - 15%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Research project presentation	Skill Demonstrations 5 - 15%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Exams	Exams 5 - 10%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Class participation	Other Category 10 - 20%

**Representative Textbooks and Materials:**

From Parents to Partners: Building a Family-Centered Early Childhood Program. 2nd ed. Keyser, Janis. Redleaf Press. 2017

Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success. Mapp, Mapp and Carver, Ilene and Lander, Jessica. Scholastic Professional. 2017

Family Partnerships and Culture. Ong, Faye, ed. California Department of Education. 2016

50 Strategies for Communicating and Working with Diverse Families. 3rd ed. Gonzalez-Mena, Janet. 2013 (classic)

Instructor prepared materials