

**CENTRAL TEXAS COLLEGE
SYLLABUS FOR CDEC 1303
FAMILY, SCHOOL AND COMMUNITY**

Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. Study of the child, family, community, and schools. Includes parent education and involvement, family and community lifestyles, child abuse, and current family life issues. Course content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Requires students to participate in a minimum of 16 hours field experience with children from infancy through age 12 in a variety of settings with varied and diverse populations.
- B. This course is a required course for the AAS Degree and Certificates in the Child Development Program.
- C. This course is occupationally related and serves as preparation for careers in Early Childhood Professions.
- D. Prerequisite(s): None

II. LEARNING OUTCOMES

- A. Upon successful completion of this course, the student will be able to:
 - 1. Analyze parenting styles and techniques.
 - a. Describe family structures and interaction patterns and how they influence growth and development of children.
 - b. Explain developmental stages of parenting and effect on growth and development of children and parents.
 - c. Describe changes in parenting and family life during the 20th century.
 - d. Describe the role of families in teaching and supporting learning.
 - e. Identify characteristics of functional and dysfunctional families.

2. Identify interrelated issues between families, and communities.
 - a. Analyze current issues as they relate to families and parenting.
 - b. Explain in the importance of being sensitive to differences in family structures as well as social and cultural background as they relate to child rearing practice.
 - c. Evaluate effective the community has on a child and his/her family
 - d. Identify community resources available to support children's development, learning, and well-being.
 - e. Explain the importance of maintaining the cold of ethical conduct when working with families and communities professionals.
 - f. Discuss legislation and public policies affecting children and families.
 - g. Advocate on behalf of early childhood issues relating to families and communities.

3. Examine characteristics of diverse cultures and lifestyles.
 - a. Recognize human variability.
 - b. Review literature relating to using anti-based approaches in the classroom.
 - c. Explain how a child's home language other than standard English affects their English language development.
 - d. Describe ways to enhance all children's awareness and appreciation of languages and cultures.
 - e. Develop activities to enhance understanding of diverse cultures and lifestyles.
 - f. Analyze and development an anti-based, developmentally appropriate curriculum.

4. Practice ways to communicate and interact with parents and families.
 - a. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood programs.
 - b. Explain how teachers can work effectively with parents or primary caregivers to address young children's needs and promote their development.
 - c. Explain the importance of respecting parents' choices and goals for their children.
 - d. Describe how to involve parents in planning for their individual children.
 - e. Describe policies which promote "family-friendly practices."
 - f. Communicate with parents (newsletter, bulletin board, message board, daily reports.
 - g. Demonstrate an ability to work effectively as a member of a professional team.

5. Identify signs of abuse and neglect.
 - a. Examine statistics on abuse and neglect.
 - b. List types of abuse and neglect and behaviors which might be indicators of abuse/neglect.
 - c. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.

6. Choose strategies and resources for supporting children and families in abusive and neglectful situations.
 - a. List steps in reporting suspected abuse and neglect.
 - b. Describe caregiver's role in helping abused and neglected children.
 - c. Identify strategies that deter abusive behaviors.
 - d. Identify resources that provide support for abused children and families.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through www.ctcd.edu/books

IV. COURSE REQUIREMENTS

A. General

1. Participate in class, labs, or field experiences regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
7. Read all assigned selections from the text, or other, as assigned.
8. Ask instructor for permission before using audio-recorders to record face-to-face classes.
9. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade. Regular attendance, whether in person or online, is essential for the same reason.

- #### **B. Lab Requirements and Field Experience requirements are the same in all online and face to face classes. Details are explained in your course.**

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

V. EXAMINATIONS

- A. There will be at least two examinations. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

VI. SEMESTER GRADE COMPUTATIONS

- A. Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the students responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses
Friday of 4th week for 6-week courses
Friday of 6th week for 8-week courses
Friday of 7th week for 10-week courses
Friday of 9th week for 12-week courses
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College

before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.
- D. Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.
- E. American with Disabilities Act (ADA):** Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.

- G. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:
1. **Plagiarism:** the taking of passages or ideas from writings of others without giving proper credit to the source.
 2. **Collusion:** working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
 3. **Cheating:** giving or receiving information on an examination, homework, or projects.

VIII. COURSE OUTLINE

- A. Lesson One: Home, School, and Community Influences on Children's Lives**
1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Describe family structures and interaction patterns and how they influence growth and development of children.
 - b. Describe changes in parenting and family life during the 20th century.
 - c. Describe the role of families in teaching and supporting learning.
 - d. Evaluate effects the community has on a child and his/her family.
 - e. Describe how to establish and maintain strong, positive, collaborate relationships with families in early childhood/school age programs.
 2. **Learning Activities:**
 - a. **Respond to the following question:**
 1. Discuss how family, school, and community influence children's attitudes and perceptions about school and learning. What do you think has the greatest influence on children as they grow up? Why? Provide specific examples from the text and other resources to support your response.

2. Support your response with details from the text and external academic materials. Use of your knowledge and experiences is welcome but is not considered academic citations. Cite all sources, both in text and at the bottom of your posts, using APA formatting for both.

B. Lesson Two: Historical and Philosophical Perspectives

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Describe family structures and interaction patterns and how they influence growth and development of children.
- b. Describe changes in parenting and family life during the 20th century.
- c. Describe the role of families in teaching and supporting learning.
- d. Analyze current issues as they relate to families and parenting.
- e. Explain the importance of being sensitive to differences in family structure as well as social and cultural backgrounds as they relate to child rearing practices.
- f. Discuss legislation and public policies affecting children and families, including children with special needs.

2. **Learning Activities:**

- a. **Respond to the following question:**
 1. The nature of partnerships between schools, communities, and families has changed immensely throughout U.S. history. Even within the last few decades, changing attitudes about a variety of forces have influenced this dynamic. Your job for this discussion is to select an individual of your choice who is a generation or more older or younger than yourself such as a family member, neighbor, or co-worker, and spend some time talking with them about their experiences in school as a young person. Specifically, what role did their family play in their education? The community? What sort of partnership did these three social settings—home, community, and school—maintain? Then, reflect on how the textbook discusses generational shifts. What differences do you find between the interview and the textbook’s contents? Similarities? What do you think accounts for these differences? Be specific in your examples.
 2. Support your response with details from the text and external academic materials. Use of your knowledge and

experiences is welcome but is not considered academic citations. Cite all sources, both in text and at the bottom of your posts, using APA formatting for both.

C. Lessons Three and Four: Home, School, and Community Influences on Children's Lives

1. Lesson Objectives:

- a. Define different parenting styles.
- b. Describe family structures and interaction patterns and how they influence growth and development of children.
- c. Describe changes in parenting and family life during the 20th century.
- d. Describe the role of families in teaching and supporting learning.
- e. Identify characteristics of functional and dysfunctional families.
- f. Analyze current issues as they relate to families and parenting.
- g. Explain the importance of being sensitive to differences in family structure as well as social and cultural backgrounds as they relate to child rearing practices.
- h. Describe needs and challenges of families caring for children with special needs.

2. Learning Activities:

a. Respond to the following questions:

1. As you work with children, remember that they need to know you accept their family composition and circumstances, and they need your support when changes occur within their families. How will you come to know about the family composition, family circumstances, and family changes of the children that you serve? How will you use your knowledge and experience to provide children with such support and assistance?
2. The families and children you work with will have diverse economic situations, and it is important to always be sensitive to each families circumstances. Some families struggle more than others, and there may be times during each month when families have no money in the house. As a professional, how would you create possibilities for families to contribute to your classroom in nonmonetary ways? How will you assist a child who may not be getting enough to eat at times?
3. Compare roles in your family to those in the families with children that you work with, or with whom you will be

working. Do you note changes in roles? How so? In what ways are families different today than they were when you were growing up? Are there cultural, religious, socioeconomic, or other factors that are notable?

4. Recent research has indicated that the authoritative style of parenting is most closely aligned with the interaction style found in most schools today. However, some families you meet and work with will raise their children using other approaches. How will you help such children to adapt to the differences between home and school? In addition, children who have been raised in more permissive or authoritarian homes may also need help developing appropriate autonomy. How will you help such children to develop this skill within the classroom?

b. Write a mission statement:

What long-term goals and values are important to you for your present or future family? What long-term goals and values do you think are important to other families? Describe these goals and values in an informative way for your own personal family situation. Everyone in your family must participate. A family mission statement should be a guide for you now and in the future. It should be written positively and should motivate each family member to do his or her best to meet goals. It should encourage harmony and healthy growth and development in each member. Creativity and neatness are expected.

Step 1: Consider your own family:

Your first step is to consider your own family. What do you personally think is important in the family system? What long-term goals and values are important to you? What factors have the greatest influence on your family? How would you describe your family's communication and interaction styles?

You will need to describe these goals, values, and family structures in an informative way to shed light on your own personal family situation.

To get started, let the list below serve as a guide to help you organize your thoughts, your paper's themes, and your important points. (You will not be turning this in—this list is designed to help you get started). You might consider writing a list like this for your family and for the family that you will use for comparison.

1. List each family member
2. List family values
3. What are the family's long-term goals?
4. What does it mean to be a part of this family?
5. What might the family hope others see when they look at your family?
6. How do family members handle conflict or difficult times?
7. How does the family work together?
8. How is family-togetherness celebrated? What do family members do together for fun?
9. How would you describe the family's communication and interaction styles?
10. How does cultural, ethnic, or linguistic background impact the family?
11. What are some of the 21st century challenges that the family faces?
12. What is the family's relationship like with their child/ren's school? The community?

Step 2: Write a 2-3 page family mission statement that organizes and narrates your answers to the questions and considerations detailed above.

D. Lesson Five: Meeting Child Care Needs from Infancy through School Age

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Describe changes in parenting and family life during the 20th century.
- b. Analyze current issues as they relate to families and parenting.
- c. Explain the importance of being sensitive to differences in family structure as well as social and cultural backgrounds as they relate to child rearing practices.
- d. Describe needs and challenges of families caring for children with special needs.
- e. Discuss legislation and public policies affecting children and families, including children with special needs.
- f. Advocate on behalf of early childhood issues relating to families and communities.

2. **Learning Activities:**

- a. **Respond to the following questions:**

1. Think about a family you know and talk with them about how they are meeting their child care needs. What sort of child care arrangement do they use? How do they feel about the care their child is receiving and the challenges they face in navigating work and parenthood? What other factors went in to their decision to select the child care arrangement they are currently using? What do they like about the child care? What are they concerned about?
2. There are many different elements that define quality child care. If you could develop your ideal child care environment, what would it look like? Specifically, what type of curriculum would be implemented? What would be the most important features? What would not be included? Why? Do you think that your ideal program exists? Why or why not? Please support your answers with specific information from Lesson 5 materials.

E. Lesson Six: Working with Families of Children with Disabilities

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Describe needs and challenges of families caring for children with special needs.
- b. Evaluate effects the community has on a child and his/her family.
- c. Identify community resources available to support children's development, learning, well-being and special needs.
- d. Discuss legislation and public policies affecting children and families, including children with special needs.
- e. Advocate on behalf of early childhood issues relating to families and communities.

2. **Learning Activities:**

a. **Respond to the following questions:**

1. When you were a child, did your school follow a full inclusion model or was a different model used? How do you think the inclusion model used in your own school experiences impacted your attitude about working with and teaching children with disabilities today? Finally, how will you continue to work to educate yourself about disabilities to better help all children in your future/current classrooms understand the importance of treating all people with respect, regardless of their similarities and differences?

2. The use of medication for children with disabilities has been increasing. What do you think about the increased use of medication for children with behavioral, attention, and emotional problems? What are the benefits? What are the disadvantages? Support your answer with material from the textbook and Lesson 6 in addition to your personal knowledge and opinions.

b. Midterm

F. Lesson Seven: Protecting Children while Fostering Learning

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Describe family structures and interaction patterns and how they influence growth and development of children.
 - b. Describe the role of families in teaching and supporting learning.
 - c. Evaluate effects the community has on a child and his/her family.
 - d. Analyze current issues as they relate to families and parenting.
 - e. Advocate on behalf of early childhood issues relating to families and communities.
 - f. Identify strategies that deter abusive behaviors.
 - g. Describe caregivers' roles in helping abused and neglected children.

2. **Learning Activities:**

A. Respond to the following questions:

1. Children develop healthy behaviors and habits early on in life. Discuss the impact that families and communities have on children's health and wellness. What do you believe a teacher's role should be in helping children to develop healthy behaviors and habits? What are some contemporary threats to good child health, and how might we overcome these challenges?
2. While bullying has always been a problem in schools and among children, evidence seems to suggest that bullying behaviors in schools has been on the rise. Why do you think this is happening? As an educator, what do you think is the best way to approach this very important issue?

G. Lesson Eight: Curriculum of the Home

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Describe family structures and interaction patterns and how they influence the growth and development of children.
- b. Describe the role of families in teaching and supporting learning.
- c. Explain the importance of being sensitive to differences in family structure as well as social and cultural backgrounds as they relate to child rearing practices.
- d. Evaluate effects the community has on a child and his/her family.
- e. Explain how teachers can work effectively with parents or primary caregivers to address children's needs and promote their development.
- f. Explain the importance of respecting parents' choices and goals for their children.
- g. Describe how to involve parents in planning for their individual children.
- h. Describe how to establish and maintain strong, positive, collaborate relationships with families in early childhood/school age programs.

2. **Learning Activities:**

a. **Respond to the following questions:**

1. The home's responsibility is to develop basic skills that prepare children to function successfully in society. Many of these skills are taught through daily routines. Think about the various daily routines that children engage in with members of their family such as getting ready for school, mealtimes, coming home at the end of the day, and bedtime. How do you think these experiences influence children? Do you think that adults retain the same routines, traditions, and practices that they learned when they were children? Why or why not? What role do you think schools and communities should play in formulating routines and traditions in children's lives?
2. Homeschooling has become increasingly popular in recent years. More and more parents, for various reasons, are expressing their discontent with educational practices or value systems of public schools by choosing to homeschool their children. While some educators have expressed

concerns about homeschooling practices, other advocates argue that there are many benefits to being homeschooled as a young child. What is your opinion about the homeschooling movement? Do you agree with the principle of homeschooling? Why or why not?

b. Developmental Assets Activity

1. Use the “40 Developmental Assets” (can be found online). Choose a child you know to interview. Interview his/her parents separately.
2. Ask the questions listed on the developmental assets checklists to interview a child ages 8-12, and his/her parents (separately). Ask for explanations or clarifications as needed. The purpose of the assignment is to develop a visual picture of the child’s situation within the family and community and decide how you can make a difference. The forms necessary to complete this assignment are found in the Course Resources folder located in the blue menu.
3. After interviewing the child and the parents separately (using the checklists provided), and recording the answers, you will choose three internal assets and three external assets to discuss in your paper (internal and external assets are defined on the developmental assets sheet). Choose three that you feel you can improve and explain how you will improve them. Giving advice does NOT count as an acceptable approach. You must provide specific ideas of how you will contribute directly. What is YOUR role in helping this child develop assets? Summarize your interview and your recommendations in a 2-4 typed paper

H. Lesson Nine: Curriculum of the Community

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Analyze current issues as they relate to families and parenting.
 - b. Evaluate effects the community has on a child and his/her family.
 - c. Identify community resources available to support children’s development, learning, well-being and special needs.
 - d. Discuss legislation and public policies affecting children and families, including children with special needs.
 - e. Advocate on behalf of early childhood issues relating to families and communities.

2. **Learning Activities:**

a. **Respond to the following questions:**

1. Multicultural education, as an important component of the community curriculum, aims to create more equitable, inclusive, and anti-discriminatory practices and attitudes. Recall your own educational experiences in your community and your exposure to multicultural learning experiences. Do you think you received a multicultural education? Why or why not? How did your experiences with multicultural education as part of the community curriculum (or lack thereof) influence you as an adult? Finally, what multicultural learning experiences are available in your own community today? How would you improve these experiences or opportunities?
2. Think about the media's impact on today's children and how this impact has changed during your lifetime. What is your opinion about the content children are exposed to? How do you feel about the time children spend engaging with various media such as the Internet or television?

I. **Lesson Ten:** Establishing and Maintaining Collaborative Relationships

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:

- a. Describe the role of families in teaching and supporting learning.
- b. Analyze current issues as they relate to families and parenting.
- c. Explain the importance of being sensitive to differences in family structure as well as social and cultural backgrounds as they relate to child rearing practices.
- d. Evaluate effects the community has on a child and his/her family.
- e. Describe how to establish and maintain strong, positive, collaborative relationships with families in early childhood/school age programs.
- f. Explain the importance of maintaining codes of ethical conduct when working with families and community professionals.
- g. List types of abuse and neglect and behaviors which might be indicators of such abuse/neglect.
- h. Explain state statutes regarding responsibilities in reporting suspected abuse and neglect.
- i. List steps in reporting suspected abuse and neglect.
- j. Identify strategies that deter abusive behaviors.

- k. Describe caregivers' roles in helping abused and neglected children

2. **Learning Activities:**

a. **Respond to the following questions:**

1. Part of establishing positive relationships and collaborations with parents and families includes maintaining ongoing communication. In addition, it is important that teachers make efforts to provide a welcoming environment for families. One way to accomplish these goals is to make home visits. Describe your feelings about the positives and negatives of home visits. Think about some of the reasons families might be hesitant to have a teacher make a home visit. If you encounter a family that does not welcome the idea of a home visit, what alternatives could you offer these parents that would still allow you to get to know the child's family better?
2. Classroom volunteers can bring many wonderful, positive benefits to children's education. Both parents and community members can serve as volunteers in different ways. At the same time, teachers are legally responsible for the children in their classrooms, and when volunteers do not understand policies and procedures, conflicts can arise. Consider your feelings about having volunteers in your classroom. Would you be apprehensive about inviting parents and others into your classroom when you are a new teacher? Why or why not? How would you work to resolve your concerns?

3. **Child Advocacy Assignment**

a. **Assignment Overview**

The process of collaboration is one of identifying, establishing, and cultivating positive communications to support interactions between individuals and groups. Like family involvement in schools, community involvement occurs at various levels. At the level of child advocacy, many professional organizations and agencies are dedicated to helping local communities respond to allegations of child abuse in ways that are effective and efficient. Most importantly, these organizations put the needs of child victims first. Such organizations often provide elements of training, support, technical assistance and leadership on both national and local levels to communities as they respond to reports of child abuse and neglect. Such child-focused programs include representatives from many disciplines, including law enforcement, child protection, prosecution,

mental health, medical and victim advocacy, and child advocacy. Individuals and groups in these disciplines must work together to conduct interviews and make team decisions about investigation, treatment, management and prosecution of child abuse cases.

b. Overview of the Observation

For the purpose of this assignment, you will locate a local agency in your community that assists children who have suffered from abuse or neglect. Please collect and review brochures and other information about how the agency helps children in your community who have been victims of abuse and neglect, including how people can get involved with the organization. Share this information with our class.

Then, you will select an individual from the organization to interview, either by telephone or in person. Your goal is to understand the interviewee's role in assisting families and children who are victims of abuse and neglect. Ask the interviewee to share his/her professional knowledge about how communities, schools, and families can create effective partnerships to impact risk factors and advocate for children who are at risk..

Write a 2-3 page paper about the local agency you selected to research and the interview you conducted with a member of its staff. In your report, you will write about what the agency does, how they advocate for children, and how individuals can get involved with the organization or otherwise work to advocate for the safety of children in the community.

Share brochures and other information about how the agency helps community children (scan any necessary documents to be uploaded with your assignment).

Support your response with details from the text and external academic materials. Use of your knowledge and experiences is welcome but is not considered academic citations. Cite all sources, both in text and in your bibliography or reference page.

J. Lessons Eleven and Twelve: Building Community Partnerships with Families and Community Groups

1. **Lesson Objectives:** Upon successful completion of this unit, the student will be able to:
 - a. Evaluate effects the community has on a child and his/her family.
 - b. Identify community resources available to support children's development, learning, well-being and special needs.

- c. Describe how to establish and maintain strong, positive, collaborate relationships with families in early childhood/school age programs.
- d. Explain how teachers can work effectively with parents or primary caregivers to address children’s needs and promote their development.
- e. Explain the importance of respecting parents’ choices and goals for their children.
- f. Describe how to involve parents in planning for their individual children.
- g. Describe policies which promote “family-friendly practices”.
- h. Demonstrate an ability to work effectively as a member of a professional team.

2. Learning Activities:

a. Respond to the following questions:

- 1. Prior to Lesson 11, what did you know about Head Start? Specifically, what opinions did you hold about the level of support for parents and for children who are enrolled in Head Start programs? Do these opinions reflect what you read about Head Start in Lesson 11? How so or how not? If your opinions were very different, why do you think that is?
- 2. Select two of the program models discussed in Lesson 11. Then, compare and contrast these models, noting their similarities and differences. Which model do you think best meets the needs of children today? How do you feel about combining program models? How should educators, administrators, and communities decide on what program best meets the needs of children?

3. Community Assets Map

a. Assignment Overview

Community assets include the people, places, relationships, and knowledge that can be used to bring about the most equitable functioning of a community. Asset mapping is an effective tool for understanding the wealth of possibilities and resources that exist in each community. Establishing effective collaborations between families, schools, and communities rests on the ability to uncover and build on the strengths and assets of the people, institutions, and organizations that make up a community. Community asset mapping is an important process for community projects of all

kinds. Knowing and using the many assets within a community will provide a foundation for effectiveness.

For this activity, you will uncover your local community assets and create a canvass or map of them. Your goal is to conduct research and then build a framework of your community based on the positive assets, rather than the deficits, that are all part of community partnerships. You may choose to conduct your research online, and you may also visit local agencies and organizations or reach them by phone or email to inquire about their services and collaborations with other agencies.

Your map should show the relationships that one organization has with other organizations within the community. Relationships with other organizations may relate to funding, referrals, access to resources, joint service planning, collaborative projects with contributed staff or funds, etc. In this way, your community assets maps can be used to identify links or gaps to indicate the multiple relationships between organizations, and to create a picture of the many different partnerships that exist and work together to enhance children's lives.

b. Write a 2-3 page paper that:

1. Outlines the various community assets that make up your map, including their relationships to each other.
2. Details how your map can be used to identify gaps in linkages, to indicate the multiple relationships between organizations, and to create a picture of the many different partnerships that exist and work together to touch children's lives.
3. Provides an overall evaluation of the assets of your community.
4. Offers suggestions for ways to enhance collaborations and/or endow the community with additional resources for children.

c. Final