

ECED-2401: FAMILIES, COMMUNITIES, SCHOOLS

Cuyahoga Community College

Viewing: ECED-2401 : Families, Communities, Schools

Board of Trustees:

MAY 2025

Academic Term:

Fall 2025

Subject Code

ECED - Early Childhood Education

Course Number:

2401

Title:

Families, Communities, Schools

Catalog Description:

Explores educational considerations for teachers including the policies, theories, practices, skills, and knowledge of home, school, and community partnerships. Candidates will examine: the multiple influences on the whole child; accessibility of community services and supports; ethical, practical, and culturally-competent decisions to foster family engagement; knowledge and skills needed to address family structure, socio-cultural and linguistic backgrounds, identities and customs, and advocacy for children and families.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ENG-1010 College Composition I; and ECED-1010 Introduction to Early Childhood Education: Children's Development and Program.

Outcomes

Course Outcome(s):

Identify diversity of family characteristics.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Describe the impact of multiple influences (e.g., socioeconomic status, home environment, community context, school setting, and special needs) on the development of the whole child in terms of family.
2. Identify the unique components of family structure that create foundations for learning along with the interactions that enhance these components, including individual identity, customs, and social, cultural, and linguistic background.
3. Explain the importance of establishing and maintaining positive, productive, and collaborative relationships with families.
4. Describe ways to create partnerships that respect family choices and goals for children.
5. Produce examples of effective interpersonal communication skills in the process of family/educational setting/community relations and involvement through written or oral means.

Course Outcome(s):

Support and collaborate with families and communities through respectful, reciprocal relationships.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Describe the availability, accessibility, and impact of formal and informal resources (e.g., civic organizations, senior citizen centers, and peer parents), local supports, and agencies serving the child, family, and community.
2. Explain how early childhood professionals can ethically engage in informed advocacy within the community to support children and families.

Course Outcome(s):

Engage families and communities in each child's development and learning.

Objective(s):

1. Evaluate the relationship between family involvement and student learning.
2. Describe the importance of building rapport with families in respectful, culturally responsive ways, when solving classroom problems, supporting learning, and including families in the assessment of the child's development and learning.
3. Plan developmentally appropriate experiences within learning environments that involve families and communities by providing opportunities and resources to promote each child's optimal development and learning.
4. Describe the aspects of the social and emotional climate of the school setting/community (e.g. bullying, discipline policies and character education) and its influence on student well-being.

Methods of Evaluation:

1. Report of assigned readings
2. Oral/written reports
3. Role playing
4. Demonstrations
5. Sharing of center experiences
6. Documentation

Course Content Outline:

1. Family structures
 - a. Changing family patterns
 - b. Family attitudes and expectations
 - c. Social and cultural diversity
2. Early childhood programs
 - a. Teacher-child-parent relationships
 - b. Family guidance approaches
 - c. Interactions with parents
 - i. Informal
 - ii. Conferences
 - iii. Home visits
 - iv. Center visits
 - v. Classroom participation
 - vi. Newsletters
 - vii. Bulletin boards
 - viii. Online
3. Parent education
 - a. Planning family meetings and workshops
 - b. Supporting brain development and learning
 - c. Providing information to support optimal neurological growth and development
4. Staff relationships
 - a. Self-evaluation
 - b. Director-teacher
 - c. Teacher-teacher

- d. Teacher and other personnel
- e. Staff as resources
- 5. The family and the community
 - a. Community resources
 - b. Services for children with special needs
 - c. Referral processes
 - d. Advocacy
 - e. Neighborhood involvement
- 6. Challenging Situations
 - a. Supportive relationships
 - b. Coping strategies
 - c. Managing stress

Resources

Gonzalez-Mena, J. *The Child In The Family and The Community: Family-centered Early Care in Education*. 7th ed. Boston, MA: Pearson, 2017.

Berns, Roberta. (2023) *Child, family, school, community: Socialization and support*, Cengage Learning.

Gandini, L. Edwards, C. *Bambini, The Italian Approach To Infant/Toddler Care*. New York: Teachers College Press, 2001.

Scully, P., Stites, M., Roberts-King, H., Barbour, C. (2019) *Families, schools, and communities: Building partnerships for educating children*,

Bronfenbrenner, U. (1986) *Ecology of Human Development: Experiment by Nature Design*, Cambridge.

National School Boards Association. (2020) *Black Students in "The Condition of Education 2020" Report*, CPE-Black-Students-2020-Report-FINAL.pdf (nsba.org)

Espinosa, L. (2015) *Getting it right: for young children from diverse backgrounds: Applying research to improve practice on dual language learners*, London.

Turnbull, A. Rutherford, Turnbull, H., Francis, G., Burke, M., Kyzar, K. Haines, S., Gershwing, T., Shepard, K., Holdren, N., Slinger, G. . (2021) *Families and professionals: Trusting partnerships in general and special education*. ,

Baker, T. L., Wise, J., Kelley, G., & Skiba, R. J. . (2016) *Identifying barriers: Creating solutions to improve family engagement*, 26 (2). US: Academic Development Institute.

Boonk, L., Gijsselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. . (2018) *A review of the relationship between parental involvement indicators and academic achievement*, 24.

Derry Koralek, Karen Nemeth, Kelly Ramsey. (2019) *Families and Educators Together, Building Great Relationships that Support Young CHildren*, Washington: NAEYC.

Jacky Howell, Kimberly Reinhard. (2016) *Rituals and Traditions: Fostering a Sense of Community in Preschool*, Washington; NAEYC.

Instructional Services

OAN Number:

Transfer Assurance Guide OED0011

[Top of page](#)

Key: 1539