CHILDCARE EDUCATION INSTITUTE
The Industry Leader for Online Professional Development

FAM100P- Family Involvement: A Practical Application Course - Handout

Welcome to FAM100P

Course Objectives:

By taking notes, successfully answering assessment questions, and completing the practical application exercises, participants will meet the following objectives as a result of taking this course:

- Identify the changing roles of parents/guardians and preschools in American society
- Identify ways to get parents involved
- Identify elements that are important when planning a family event
- Demonstrate the ability to plan and organize an appropriate family involvement event at a child care center

References:

Click, Phyllis. (2013). *Administration of Programs for Young Children, 9th Edition*. Cengage Learning.

Hearron, Patricia. (2014). *Management of Child Development Centers, 8th Edition.* Pearson Education, Inc. Upper Saddle River, NJ.

Decker, Celia. (2016). *Planning and Administering Early Childhood Programs, 11th Edition*. Merrill Publishing. Columbus, OH.

Stephens, Karen. "Parent Meetings: Creative Ways to Make Them Meaningful." *Exchange Magazine* (May/June 2007).

Barber, N. (2000). *Why Parents Matter: Parental Involvement and Child Outcomes.* Westport, CT: Bergin & Garvey

Herr, J. (2018). *Working with Young Children, 9th Edition*. Goodheart-Wilcox Company.

Gonzalez-Mena, J. (2016). *Child, Family, and Community: Family-Centered Early Care Education, 7th Edition*. Person Publishing

Head Start Programs (2019) U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. Retrieved from https://www.acf.hhs.gov/ohs/about/head-start

NAEYC Program Standards (2019)

FAM100P: Family Involvement: A Practical Application Course Handout

Welcome to FAM100P

This practical application course is designed for advanced professional development for the early childhood teacher. It involves completing a practical application exercise that will be emailed to a CCEI Child Development Instructor for feedback. Successful completion of the exercise is required in order to receive a permanent certificate.

Objectives:

By taking notes, successfully answering assessment questions, and completing the practical application exercises, participants will meet the following objectives as a result of taking this course:

- Identify the changing roles of families and preschools in American society
- Identify ways to get families involved
- Identify elements that are important when planning a family event
- Demonstrate the ability to plan and organize an appropriate family involvement event at a child care center

References:

1. Barber, N. (2000). *Why Parents Matter: Parental Involvement and Child Outcomes.* Westport, CT: Bergin & Garvey.
2. Click, Phyllis. (2013). *Administration of Programs for Young Children, 9th Edition*. Cengage Learning.
3. Decker, Celia. (2016). *Planning and Administering Early Childhood Programs, 11th Edition*. Merrill Publishing. Columbus, OH.
4. Gonzalez-Mena, J. (2016). *Child, Family, and Community: Family-Centered Early Care Education, 7th Edition*. Person Publishing.
5. Head Start Programs (2019) U.S. Department of Health and Human Services, Administration for Children and Families, Head Start Bureau. Retrieved from https://www.acf.hhs.gov/ohs/about/head-start
6. Hearron, Patricia. (2014). *Management of Child Development Centers, 8th Edition.* Pearson Education, Inc. Upper Saddle River, NJ.
7. Herr, J. (2018). *Working with Young Children, 9th Edition*. Goodheart-Wilcox Company.
8. Stephens, Karen. "Parent Meetings: Creative Ways to Make Them Meaningful." *Exchange Magazine* (May/June 2007).

Use the space below to record important information from the course slides.

1

The Changing Roles of Families

Encouraging Family Involvement

Following are some of the major ways family members can get involved at the center or school:

In the classroom:

On committees:

In workshops:

Special events and field trips:

Family Education

Event Planning

What is the Purpose?

Invitations

Agenda and Handouts

Ice-Breaker

Refreshments and other Accommodations

Time

It is now time to plan a family involvement event.

Answer the following questions about a family involvement event that you could hold for the families enrolled in your program. You will be asked to think about many details of the planning process. You will also be asked to share your event plan with a colleague and gather feedback from them.

Draft your answers in the space provided, on a separate sheet of paper, or on a personal computer. Then, log back into the course, click *Submit Answers*, and submit your final answer for each activity. You will receive feedback from a CCEI Education Coach within two business days.

1) What considerations should early childhood educators make when planning family events for diverse families, including those from various cultural backgrounds, family structures, and work schedules? Provide specific examples of how these considerations might shape event planning.

2) How might a child care center effectively use technology to increase family involvement while maintaining appropriate boundaries? Discuss both benefits and potential challenges of your suggested approaches.

3) Describe three different approaches to family involvement that go beyond the traditional parent-teacher conference. How might each approach benefit children, families, and educators differently?

When you have completed the exercises on this handout, you can log back into the course and submit your final written answers for review.

Practical Application Rubric

Exceeds Expectations (Exemplary)	Meets Expectations (Proficient)	Approaching Expectations (Developing)	Needs Support (Beginning)
Your response: ● Clearly addresses all elements of the question. ● Clearly meets the requirements for word count/length. ● Includes multiple and convincing examples that support your ideas. ● Demonstrates a clear commitment to professionalism. ● Uses quality writing and a positive tone to communicate competence. ● Is exceptionally well-organized and contains relevant information. ● Clearly contains your original thoughts and ideas. All references are properly cited.	Your response: ● Addresses each element of the question. ● Meets the requirements for word count/length. ● Includes adequate examples that support your ideas. ● Demonstrates a commitment to professionalism. ● Mostly uses quality writing and an appropriate tone to communicate competence. ● Is organized and contains mostly relevant information. ● Mostly consists of original thoughts and ideas. An attempt was made to cite references.	Your response: ● Partially addresses each element of the question. ● Requires information to meet requirements for word count/length. ● Includes inadequate examples that support your ideas. ● Does little to demonstrate a commitment to professionalism. ● Follows some rules of quality writing but uses an unenthusiastic tone to communicate competence. ● Is somewhat organized and contains some relevant information. ● May contain unoriginal (plagiarized) content. References not included	Your response: ● Needs to address each element of the question. ● Requires information to meet requirements for word count/length. ● Requires examples to support your ideas. ● Does not demonstrate a commitment to professionalism. ● Is poorly written, includes incomplete sentences, and uses a negative tone to communicate competence. ● Is unorganized and contains irrelevant information. ● Contains plagiarized content. References not included.