ECED 504 Families, Communities, and Schools (3:3:0)
Fall 2012
Wednesdays, 5:00PM- 9:00PM + 11 hours online
Arlington Campus, Founders Hall, Rm. 467

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Course Description

Focuses on strategies for developing culturally appropriate family-professional partnerships to benefit children, including children from diverse cultural and linguistic backgrounds and children with special needs. Explores theories and research supporting a family-centered approach.

Nature of Course Delivery

This course utilizes a distributed learning format requiring timely and active participation of all students throughout the semester. Activities to support student achievement of the learner outcomes include instructor presentations, videos, student team presentations, collaborative student work in small groups in class and in on-line discussion groups, assigned readings, and projects leading to written products. Students engage in timely critical reflection and accountable talk related to the learning activities.

Learner Outcomes

This course is designed to enable students to do the following:
1. Describe the historical, philosophical, and sociological foundations underlying the role, development and organization of public education in the United States.
2. Discuss the legal status of teachers and students, including federal and state laws and regulations, school as an organization/culture, and contemporary issues in education.
3. Discuss theories and research supporting a family-centered approach to early childhood education.
4. Discuss the role of cultural context in attitudes, beliefs, values, and child rearing practices.
5. Analyze personal values, beliefs, and cultural biases that influence their work with families.
6. Describe underlying principles and ways to work with families that are both effective and enabling.

7. Identify strategies that support and assist families to identify their priorities, resources, and concerns for their children, including children with special needs.
8. Create tailored opportunities for collaborating with families in the ongoing education of children, including children from diverse cultural and linguistic backgrounds and children with special needs.
9. Utilize family systems theory to describe and understand family perspectives.
10. Identify specific components of IDEA that support family voices in the special education process.
11. Adopt a strengths-based problem solving perspective when analyzing dilemmas related to partnering with families.
12. Demonstrate understanding of the theories and techniques of family-centered intervention, including issues related to families from diverse backgrounds and multicultural education.

Professional Standards

This concentration complies with the standards for teacher licensure established by the National Association for the Education of Young Children.

Required Texts

Grant, K.B., & Ray, J.A. (2013). Home, school, and community collaboration: Culturally responsive family engagement (2nd ed.). Washington, DC: Sage. [white cover/jacket]

Koralek, D. (2007). *Spotlight on young children and families.* Washington D.C.: National Association for the Education of Young Children.

Additional Course Readings (made available through Bb or paper copies in class):

*See list at the end of syllabus.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301ge.html].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability

Services (ODS) and inform their instructor in writing at the beginning of the semester http://ods.gmu.edu/].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration
Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership
In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation
We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice
The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice
Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements

General Requirements

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.

2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

   > Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.

6. *Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else' s work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.*

Written Assignments

All written assignments prepared outside of class will be evaluated for content <u>and</u> presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Criteria

A = 95 – 100   A- = 90 – 94   B+ = 87 – 89   B = 83 – 86
B- = 80 – 82   C = 70 – 79   F = < 70

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at http://catalog.gmu.edu. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Specific Course Assignments

Assignments	Due Dates	Points
Attendance & Participation	Ongoing	15
Spotlight Presentation	Ongoing	10
Electronic Discussion Board	9/9, 9/16, 9/23, 10/7 (Sun PM)	20
Family Resource	9/26	5
Won't Back Down Reaction Paper	10/15 (Mon)	10
Home Visit	9/12, 9/26, 10/3/12, 10/10/12	40
TOTAL		100

Attendance and Participation (15 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

I. *Spotlight on Young Children and Families* Discussion (small group work--10 points)

Each student, along with two or three of their peers, will be responsible for leading a discussion about an assigned chapter(s) from the Spotlight on Young children and text. Students are expected to lead a discussion and include one hands-on activity as part of each discussion. *A sign-up sheet will be provided on the first night of class.*

II. Electronic Discussion Board: Analytic Questions & Responses (20 points)
DUE: Two responses bi- or tri-weekly (by midnight on Sundays)

Students will participate in an online discussion board in which students will rotate responsibility for posing analytic questions regarding the course readings, class discussions (from the previous 1-3 class sessions), and application to one's future early childhood education work. Three to four students will each post two analytic questions every couple of weeks (by Friday midnight of assigned week). Students are responsible for responding to at least two of the questions by midnight on Sunday each week.

Analytic questions (2 points x 2 questions= 4 points):

The concept of an "analytic question" comes from Benjamin Bloom's (1956) categorization of types of thinking, referred to as "Bloom's Taxonomy."

(See http://www.coun.uvic.ca/learn/program/hndouts/bloom.html for more information on the use of Bloom's Taxonomy.)

Bloom described 6 levels of thinking skills:

 I.   Knowledge (recalling facts, descriptive answers)
 II. Comprehension (demonstrating understanding of facts and ideas, explaining, discussing)
 III. Application (applying knowledge to new situations)

IV. Analysis (examine and question information, analyze, compare, contrast, examine)

V. Synthesis (compile information in a new way, construct, create, organize)

VI. Evaluation (judge information in terms of validity and quality, apply criteria to information)

Analytic questions reflect the thinking skills used in levels 3 through 6. So, for example, the question "What is family engagement?" calls for level I thinking, and the question " Why do we want to engage with families in ECE?" is a question that asks for level II thinking. **These are not the kind of questions that we want when we ask for analytical questions on the readings, but rather questions that reflect levels III through VI.**

Weekly responses (2 points per response, 2 responses/ week X 4 weeks = 16 points):

Responses to questions must be a minimum of 300 words in length, be thoughtful and relevant, and include original and/or critical thought. The point of the discussion board is NOT for students to simply provide a summary of the issues at hand; rather, you are to think critically about the issue, form and state an opinion, and create a coherent argument to support your perspective. Responses should consider the questions asked as well as students' thoughts on readings, especially: How do the readings relate to your own family experiences as well as the experiences of the families you work with each day? How do your cultural experiences influence your work with families?

III. Online Family Resource (individual work – 5 points)
DUE: September 26th

Students will investigate, identify and share a resource (e.g. a family service, an individual or particular service provider, a handbook or other written material, a local event etc.) that would be of great use to the family (or a similar family) with whom you chose for the Home Visitation Project. Students will search for appropriate resources, create, and uploaded to Blackboard a 1-page handout describing the resource with all relevant elements and contact information. On June 11th student should bring enough copies of their handout to class for the entire class as we will share these resources such that everyone leaves with multiple family resources to share with families with whom they work.

IV. Home Visitation Project (individual work – 40 points)
Students will identify a family (in their teaching setting or in their community) whose socio-cultural context is different from their own. In particular students will select a family who may be in some way *marginalized* by U.S. society based on the following: race, ethnicity, immigrant status, family structure, socioeconomic status, sexuality, child or parent's ability status, or religion. The students will get to know this family and use this as an opportunity to see the experience of parenting through a different perspective. Students will consider this as a way to learn someone's story. Students will interact with them in a way other than they would otherwise typically interact with them – e.g., informally away from school if possible. Throughout the course students will develop a Home Visitation Project that includes the following parts:

Part 1: Planning
• **Rationale for Selecting Family:**
  Describe the family you selected. Include responses to the following: 1) a rationale for why you chose this family; 2) an explanation of the ways you think the families' culture is

different from your own; 3) what you have observed about how society views the child and the culture of their family; and 4) that you make an honest attempt to identify and describe any assumptions you have about this family.

- **Introducing yourself**: Find a way to determine the common ground between you and the family you selected to work with (gender, work, education, experiences) as these help with initial introductions. Describe the introduction and the process you will use to introduce yourself to the family.

- **Questions to assist you in learning about the child**: Develop a set of questions that you will use to help you learn more about the child in terms of their likes, dislikes, interests and experiences.

- **Questions to assist you in learning about the parents and family**: Develop a set of questions to ask during the home visit to begin to understand the parents' goals for themselves as well as their children. How did this family come to be in this place where you have met them? What do you need to understand about their culture in order to understand them? What is their perspective about their child or children? These questions should also help you begin to learn more about the family's every day experiences as well as prior experiences that might be insightful as you begin to work with them.

- **Memo 1: Students will write a 3-4 page memo that addresses the above 4 bullet points (10 points). DUE: September 12th**

Part 2: Learning about the Family

- **Meeting with the Family**
  Students will informally interview the parents or guardians. In this interview students should attempt to learn as much as possible through *meaningful* exchanges. Students should challenge themselves to understand families' views of struggles they may have; how they makes sense of the world; and how the parents' and families' realities of the world are different from their own.

  Students should consider the amount of time they have and the ease with which they will be able to engage persons of another culture. First, students should arrange to spend time with the family member(s). The focus should be to engage respectfully with the family member on his or her own terms and turf (if possible), rather than conducting a formal interview. Students should meet with the parent in a relaxed framework.

  Students should challenge themselves to hear the voices/values of others on their own terms. This will be difficult and, may be, uncomfortable. Students must consider how they can get to know another person and his or her culture on his or her own terms. It is recommended that students "ask, ask, ask." They should ask the family for clarification or meaning when something is confusing or feels very different to them. Students should reflect on their own culture and story as they learn about their families' story.
  At the end of this informal meeting, students should ask the family if they might be able to join them at a family event (e.g., birthday party, family gathering)

- **Child Observation at a Family Event**
  Students will conduct an observation of the child in a family event (e.g., birthday party, family gathering, family dinner). It can be a routine event or a special event. They must spend at least an hour with the family. During this event, students will engage the family in an informal conversation to find out about the meanings of their actions, describing and making meaning of their learning experience with the family.

- **Memo 2: Students will write a 4- to 5-page memo describing what they learned during the informal interview with the family and at the family event.** In relation to the informal interview, students should contrast the families' experiences with the students' own family experiences and examine their previous assumptions given new information and experiences. In relation to the child observation at a formal event, students should describe what they saw/heard, the key activities that took place, and what these taught them about the family. They should be sure to spend more time reflecting and thinking critically about these experiences rather than simply summarizing everything that happened. In relation to both the informal interview and observation, students should be sure to include the following: 1) what he/she learned about the family in these interactions; 2) what he/she learned about him/herself through coming to know this family; and 3) what this experience might mean for the student as an early childhood educator **(10 points). DUE: September 26th**

Part 3: Applying Experiential, Empirical, and Theoretical Knowledge

- **Statement of Philosophy for Working with Families and Communities**: Students will use their experiences with the children and families in their setting, any community connections they have made, as well as course content including readings and discussion to create a **1-2-page (single-spaced) statement of their philosophy** for working with families and communities. This will include not only why they believe it is important to engage with families and communities as a teacher/ practitioner but also the ways they believe are most effective for doing this. They will include academic, both research- and theory-based, literature as well as concrete examples from the readings. It is expected that experiential, empirical, and theoretical (research- and theory-based from course readings) knowledge will be used in this paper. All course readings should be cited appropriately **(15 points)**. **DUE: October 3rd (first draft) & October 10th (final draft)**

Part 4: Dissemination of New Knowledge

- **Presentation:**
  Students will present what they have learned as a story. Each student presentation will be a total of 8 minutes, with 5-6 minutes for the presentation of the family story and 2 to 3 minutes for peer/instructor questions and discussion. The presentation should not sound like a clinical case presentation. Students should be creative with their story presentation and consider how they would like their own story to be told **(5 points)**. **DUE: October 10th**

V. *Won't Back Down* **[online component of the class-11 hours] Reaction Paper: Applying Course Concepts to Popular Media on Education (10 points)**
In collaboration with GMU Fairfax ECE and elementary education master's students, the ECE TFA students in ECED 504 will attend and watch *Won't Back Down* (release date: 9/28/12) a film that depicts a mother and two teachers living and working in a low-income, inner city neighborhood, who set out to change the educational fates of the young children in the neighborhood by transforming the children's school. See http://www.imdb.com/title/tt1870529/ for the movie trailer. We will plan to see the movie on a date and in a location that is mutually convenient for ECE TFA corps members and Fairfax ECE and EE students. If a student is unable to attend the movie with the class then he/she can attend the movie on his/her own. If a student is unable to attend *Won't Back Down* altogether they may choose a similar movie focused on education reform (eg: *Waiting for Superman, The Cartel, The Lottery, The Ron Clark Story, Race to Nowhere*, etc.)

This is an opportunity to apply course material focused on how families and schools work together for optimal child and family outcomes. In addition, it is an opportunity to connect and network with other ECE and EE master's students. The student will write a short online reflective response regarding his/her thoughts on the movie as it relates to his/her classroom practice and experiences, as well as course content.
DUE: Monday, October 15th (note this is after this course ends but before your next GMU course begins)

Course Schedule *(* indicates optional, additional reading)*

Date	Topics	Readings and Assignments Due
UNIT 1: Understanding Contemporary Families & Communities		
8/29/12	• Intro to course • Defining family • Historical perspectives on connections among families, schools, and communities	Stewart (2007) - *Who is kin?* Peters (1999)- *Redefining Western Families* *Weigel (2008) - *The Concept of Family*
9/5/12	• Contemporary families • Family strengths, structures, and functions	Grant & Ray, Ch. 4 Spotlight on YC and Families, pp. 44-49 Casper & Bianchi (2002)- *Changing Families in a Changing Society* *Walsh (2003)- *Changing Families in a Changing World*
	• Parenting	Grant & Ray, Ch. 3 Spotlight on YC and Families, pp. 16-19 Bianchi, Robinson, & Milkie (2006) – *Parenting: How has it changed?* Lareau (2008) – *Excerpts from 'Unequal Childhoods'* * Roy (2004)- *Three-block fathers: Spatial Perceptions and Kin-Work in Low-income Families* **DUE: Discussion Board Response #1 (9/9)**
9/12/12	• Family diversity: immigration, low-income families, single-parent families	Grant & Ray, Ch. 5, 7 Spotlight on YC and Families, pp. 24-27 Anderson (2003) – *The Diversity, Strength, and Challenges of Single-parent Households* Fuligni & Fuligni (2007) – *Immigrant Families and the Educational Development of their Children* *Capps et al (2004)- *The New Demography of America's Schools* *Moore et al (2009) – *Children in Poverty: Trends, Consequences, & Policy Options* **DUE: Memo 1**
	• Family diversity: LGBT families, families with children with disabilities, families in transition	Grant & Ray, Ch. 11, (choose to read Ch. 6 or 8) Spotlight on YC and Families, pp. 28-36 Gates (2008)- *Diversity among Same-sex Couples and their Children* Riojas-Cortez (2011)- *Culture, Play, and Family: Supporting Children on the Autism Spectrum* **DUE: Discussion Board Response #2 (9/16)**

Unit 2: Theories for Understanding Families and Family Involvement in ECE		
9/19/12	• Ecological Theories • Family Systems Theory • Family Stress Theory/ Resilience Frameworks	Grant & Ray, Ch. 2 Spotlight on YC and Families, pp. 4-11 Walsh (2003)- *Family Resilience: Strengths Forged through Adversity* Ingoldsby, Smith, & Miller (2004)- *Exploring Family Theories (Ch. 6 & 7)* *Garcia Coll et al. (1996)- *An Integrative Model for the Study of Developmental Competencies in Minority Children* *Weisner (2002)- *An Ecocultural Understanding of Children's Developmental Pathways* * White & Klein (2002)- Family Theories (Ch. 5, 8)
	• Cultural Competence • A Family-based Philosophy in ECE	Grant & Ray, Ch. 1 Spotlight on YC and Families, pp. 2-3, 38-43 Lynch & Hanson, Ch. 2 & 3 Halgunseth et al. (2009) – *Family Engagement, Diverse Families and Early Childhood Education Programs: An Integrated Review of the Literature* **DUE: Discussion Board Response #3 (9/23)**
Unit 3: Creating Culturally Appropriate Partnerships with Families		
9/26/12	• Family- staff relationships	Grant & Ray, Ch. 9, 10 Spotlight on YC and Families, pp. 12-15 Spotlight on YC and Families, pp. 20-23 Vesely & Ginsberg (2011) – *Strategies and Practices for Working with Immigrant families in Early Education Programs* Speirs (2011)- *Parent-provider relationships: What they look like and how they are formed* * Bromer & Henly (2009)- *The Work-Family Support Roles of Child Care Providers Across Settings* *Small (2006) – *Neighborhood Institutions as Resource Brokers: Child Care Centers Interorganizational Ties and Resource Access among the Poor* **DUE: Family Resource** **DUE: Memo 2**
10/3/12	• School-based initiatives for working with families	Grant & Ray, Ch. 12, 13 Spotlight on YC and Families, pp. 50-54 *Communities in Schools- The 5 Basics* CLASP (2003)- *Family support and parent involvement in Head Start* *Sanders, Deihler, & Kyle (2007)- *DAP in the 'hood*

		Spotlight on YC and Families, pp. 55-57
	• Community-based ECE initiatives for working with families	Baker, Piotrkowski, & Brooks-Gunn (1998) – *The Effects of Home Instruction Program for Preschool Youngsters (HIPPY) on Children's School Performance*
		Harlem Children's Zone- online videos (choose any three videos to watch http://www.hcz.org/about-us/video-faqs)
		Wisconsin Council on Children & Families (2008)- *Parents as partners in early education*
		Lynch & Hanson, Ch. 13
		DUE: Statement of Philosophy (draft 1)
		DUE: Discussion Board Response #4 (10/7)
10/10/12	• Student Presentations	**DUE: Statement of Philosophy (draft 2)**

Additional Course Readings

Anderson, C. (2003). The diversity, strength, and challenges of single-parent households. In
F. Walsh (Ed.). *Normal family processes, 3rd edition* (pp. 121-152). New York: The Guilford
Press.

Baker, A.J.L., Piotrkowski, C.S., and Brooks-Gunn, J. (1998). The effects of the Home Instruction
Program for Preschool Youngsters (HIPPY) on children's school performance at the end of the
program and one year later. *Early Childhood Research Quarterly, 13,* 571-88.

Barbour, C., Barbour, N.H., & Scully, P.A. (2011). *Families, schools, and communities* (5th edition). New
York: Pearson. (Ch. 2)

Bianchi, S.M., Robinson, J.P., Milkie, M.A. (2006). *Changing rhythms of American family life*.
New York: Russell Sage. (selected chapters)

Bromer, J., & Henly, J.R. (2009). The work-family support roles of child care providers
across settings. *Early Childhood Research Quarterly, 24,* 271-288.

Capps, R., Fix, M., Murray, J., Ost, J., Passel, J.S., & Herwantoro, S. (2004). The new
demography of America's schools. Washington, DC: Urban Institute.

Casper, L.M., & Bianchi, S.M. (2002). *Continuity and change in the American family*
Thousand Oaks: Sage. (selected chapters)

Fuligni, A.J., & Fuligni, A.S. (2007). Immigrant families and the educational development of
their children. In J.E. Lansford, K. Deater-Deckard, & M.H. Bornstein (Eds.) *Immigrant families
in contemporary society* (pp. 231-249). New York: Guilford.

Garcia Coll, C. et al. (1996). An integrative model for the study of developmental
competencies in minority children. *Child Development, 67,* 1891-1914.

Gates, G. (2008). Diversity among same sex couples and their children. In S. Coontz, M.
Parson, & G. Raley (Eds.). *American families: A multicultural reader, 2nd edition* (pp. 394-399).
New York: Routledge.

Halgunseth, L.C. (2009). Family engagement, diverse families, and early childhood education
programs: An integrated review of the literature. *Young Children*, 56-58.

Ingoldsby, B.B., Smith, S.R., & Miller, J.E. (2004). Exploring family theories. Los Angeles: Roxbury.
(selected chapters)

Lareau, A. (2008). Excerpts from *Unequal Childhoods*. In S. Coontz, M. Parson, & G. Raley
(Eds.). *American families: A multicultural reader, 2nd edition* (pp. 400-417). New York:
Routledge.

Lynch, E.W., & Hanson, M.J. (2011). *Developing cross-cultural competence* (4th edition).
Baltimore: Brooks Publishing. (selected chapters)

Moore, K.A., Redd, Zakia, Burkhauser, M., Mbwana, K., & Collins, A. (2009). Children in

poverty: Trends, consequences, and policy options. Washington, DC: Child Trends.

Peters, J.F. (1999). Redefining Western families. *Marriage & Family Review, 28,* 55-66.

Roy, K.M. (2004). Three-block fathers: Spatial perceptions and kin-work in low-income African American neighborhoods. *Social Problems, 51*(4), 528-548.

Sanders, K.E., Deihl, A., & Kyler, A. (2007). DAP in the 'hood: Perceptions of child care practices by African American child care directors caring for children of color. *Early Childhood Research Quarterly, 22,* 394- 406.

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