

De Anza College  
Social Sciences and Humanities Division  
**Child Development and Education Department**

**CD12**

Child, Family, and Community Interrelationships

*Assignments*

**Fall 2014**

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# Community Service Learning Project

## Assignment and Evaluation

Community Service Learning is an academic study linked to community service through structured reflection so that each reinforces the other. The community service may be direct service to people in need, community outreach and education, research or policy analysis. This quarter, you will be required to complete 12 hrs of service. The focus of this quarter service learning experience will be working with children and/or families. Students will have an opportunity to develop skills and knowledge related to Standard 2, Standard 6 and Supportive Skills (SS) of the NAEYC 2010 accreditation standards for professional development of teachers, as follows:

### **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning'

### **STANDARD 6: *Becoming a professional***

Students prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

### **SUPPORTIVE SKILLS**

SS 2: Mastering and applying foundational concepts from general education

SS 3: Written and verbal skills

SS 4: Making connections between prior knowledge/experience and new learning

SS 5: Identifying and using professional resources'

4 easy steps:

**1. Complete the Project Contract and/or Community Service Learning Project Proposal for Option 2** by the **4<sup>th</sup> week** of school.

### **2. Required Hours and Record of Attendance /12 hours minimum**

Maintain a record of attendance. Sign in and out, and obtain a verification of hours completed from a supervisor or person in charge. You must complete 12 hours of community service learning (CSL) in order to achieve the full credit. See page 10 .

### **3. Reflection Essay and Assessment/Evaluation**

Write a reflection essay about your service learning experience. It is suggested that you keep a journal while completing your hours of service. Your journal entries will help you prepare a well-organized and thoughtful 3-4 page essay.

Your reflection essay should include the following.

1. The name of the organization, mission, service, programs and the data about the community need (as applicable).
2. A description of the setting, activities, as well as duties and responsibilities

3. Your service learning goal and objectives
4. A discussion of the social problem (community need) faced by the group/community-you served (data, demographics)
5. A deeper discussion that demonstrate with detail examples and thoughtful reflection how you achieved the NAEYC Standards and the Community Service learning evaluation criteria (See rubric- will be provided)

**4. Presentation-** Prepare a 5-7 minute presentation of your service learning experience. The presentation will be conducted during the last 2 classes of the quarter. A schedule will be distributed.

Use visuals like a power point presentation, presentation board or other. Your presentation should include the following.

- Name of organization, mission of organization, brief description of the community
- Brief description of your duties and responsibilities with families and children
- Brief description of the social issue of the community and how the organization is helping the family and children to solve this issue
- Brief discussion of the tools, resources and course concepts that you used to help with the issues related with the families and children of that community and how you used this tools, resources and course knowledge to understand the diversity of the families and children of that community.
- Discuss or share one example of how do you support and engage families and community in a respectful reciprocal relationship?
- Discuss or share one example of cultural competence and effective collaboration between families and communities in children's development and learning.

## **COMMUNITY SERVICE LEARNING PROJECT OPTIONS and MUST DO**

Student Learning Outcome: . Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (community service learning)

Project Purpose and Activities:

This assignment provides students with the opportunity to work with children and families or work with a community organization and work on a project within the organization (12 hrs).

Here are the options:

- 1) **Somos Mayfair (Community Partner) In Our Hands Campaign** See project description pages 6-8.  
*Somos Mayfair cultivates the dreams and power of the people of Mayfair through cultural activism, social services and community organizing. We are generations of immigrants, rooted in a vibrant community who nurture healthy families and successful students, and who speak out for justice in Silicon Valley.*
- 2) **Sacred Heart Deferred Action for Child Hood Arrivals (DACA)** See project description pages 9.
- 3) **Develop your own project** focused on working with children and/or families- generate the idea based on a community need, develop the project, implement, and prepare the written reflection. The project can be developed and implemented with a classmate. Submit the project proposal following the format below.

Examples:

- Parent/Child Observation (series), Parent Interview and Family Action Plan  
*Community need: Family Wellness*
- Parent Development Seminar, planning and implementation  
*Community need: Family development*
- Tutoring a child (includes assessing the child's needs, develop a strategy or program and implement) *Community need: Education/Disability*

Complete the Student/Instructor Agreement (see page 9) and the project proposal below by the 3<sup>rd</sup> week of the quarter.

<h3 style="margin: 0;"><b>Community Service Learning Project Proposal (Option #2)</b></h3>
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*Submit in writing the following proposal by the 4<sup>th</sup> week of the quarter.*

Focus: Working with Children and Families

Community Need: Identify children and family need

Project Identification: Describe the project

Preparation: Identify

1. Goals/objectives
2. What you need (resources)
3. Considerations such as liability issues, authorizations, supervision, training, your role
4. Timeline for completion

Implement project- includes reviewing plans for each session to keep on track with goals, reflecting on progress and problems, and continuing to strive for solutions. Keep a journal.

Assess your learning, service, and experience- Connect with (SLO) Student learning outcome:

Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (service learning). Prepare and submit a written reflection.

**Expectations and Rules for Student Involvement in All Service Learning Projects**

- Uphold ethical standards.
- You are responsible to contact an organization to fulfill the service learning assignment.
- Take the time to learn the rules of the organization related to volunteerism/service learning.
- Commit to participate in group reflections with the course instructor and/or project liaison.

*When working with an organization, staff, children, parents, and families:*

- Show up and be present.
- When working with families, learn and contribute.
- Pay attention to what has heart and meaning.
- Challenge yourself to examine your assumptions and beliefs. Be aware of your own biases.
- Learn about the community you will be serving first.
- Be open to outcomes, not attached to outcomes.

# De Anza College Child Development & Education

## CD12 Student Learning Outcomes

1. Analyze theories of socialization that address the interrelationship of child, family, and community (Essay exam)
2. Describe and assess the impact of educational, political and socioeconomic factors on children and families as well as social issues, changes and transitions that affect children, families, schools, and communities (Exam questions)
3. **Identify, describe and evaluate effective strategies that empower families and encourage family involvement in children's development including community support services and agencies available to families and children (community service learning)**
4. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families (Cultural biography)

### NAEYC Standards Alignment with CD12:

#### Standard 2: Building Family and Community Interrelationships

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c: Involving families and communities in young children's development and learning

#### Standard 6: Becoming a Professional

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

## Somos Mayfair Project

### Project title: *In Our Hands Campaign*

Rules on student involvement: Students participate in the In Our Hands campaign program under the supervision of a Mayfair coordinator and work side by side with Mayfair promotores (parent leaders from the community. Students will be working directly in immigrant, working class communities. Students who are bilingual in English/Spanish are preferred as most parents participating in Somos programs are mono-

lingual Spanish speakers. Students should demonstrate professional demeanor and be flexible and adaptable to meet the needs of the children, parents and program.

Students should be able to interact with children and adults in a way which conveys respect and nurturing. When working with an organization, staff, children, parents and families, we have the following expectations of students:

- Show up and choose to be present
- When working with families, learn and contribute
- Pay attention to what has heart and meaning
- Challenge yourself to examine your assumptions and beliefs. Be aware of your own biases.
- Learn about the community you will be serving first.
- Be open to outcome, not attached to outcome.

Project purpose: In 2012, we launched a new strategy - a single, agency wide, unified popular education campaign that we've named *En Nuestros Manos/In Our Hands*. The core of this campaign is the recruitment, training and assigning of 50 parent and youth Community Teachers who serve as a popular cadre who work with the approximately 800 Mayfair children ages 0-8 and their parents. The teaching goal of these Community Teachers is to foster the early academic success and nurture health and wellness in the homes of our youngest children. Somos is working directly with Cesar Chavez Elementary School to address disparities in academic achievement. This includes bringing program like the Reading Partners to the school for kindergarteners and first graders. While parents are involved in classes or organizing activities, Somos Mayfair provides Early Learning Services (ELS) programs for children. The goal of all programs for children at Somos Mayfair is to provide a safe, structured environment where children can be supported to explore and learn.

- Session: Fall 2014
- Coordinators: Pam Gudiño, Sr. Program Manager ([pgudino@somosmayfair.org](mailto:pgudino@somosmayfair.org), 408-937-2566) and Josefina Carrillo, Administrative Assistant ([jcarrillo@somosmayfair.org](mailto:jcarrillo@somosmayfair.org), 408-937-2565)

Availability:

- # of students desired: We will accommodate students who demonstrate interest and commitment to the goals of the In Our Hands campaign
- Minimum time commitment: 12 hours (some projects do require commitment through the end of May)

Orientation:

October 9, 9:30 – 11:00, Somos Mayfair, 370B S. King Road, San Jose, CA 95116

Or October 13, 7:00 – 8:30, Somos Mayfair, 370B S. King Road, San Jose, CA 95116

Faculty responsibility

Check in two times per quarter with coordinators.

Project Detail: List Specific task or activities

Volunteers will be assigned to one of the projects below based on their interests and skills and the needs of the students and families working with Mayfair. As a volunteer, you will be working as part of a team under the supervision of Somos Mayfair staff on one of the following projects:

- Vecinos Activos (Active Neighbors)
  - Neighbors hold house meetings every other week to explore issues that are impacting community and school life

- Work with children and parents together to explore weekly themes through art, theater, and interactive workshops
- Most meetings are held evenings and weekends
- Since all meetings are conducted in Spanish, this is most appropriate for students who are comfortable with spoken Spanish
- Early Learning Services classroom support:
  - Assisting in the classroom environment to support the activities for children of various abilities and ages.
  - Organizing, planning, and being prepared for each session.
  - Providing age appropriate, engaging activities that should include, but may not be limited to:
    - Planning art activities
    - Reading/story telling
    - Playing games
    - Physical activity
- Community organizing:
  - Attend parent meetings to identify and understand parents' experiences and concerns about their children's learning.
  - Attend school district meetings as appropriate to enhance understanding of the educational environment.
  - Participate in one-to-one visits with families to build trusting relationships with community members and understand the key issues in the Mayfair community.
  - Basic spoken Spanish is necessary for these activities
- Raising @ Reader at Cesar Chavez Elementary School
  - Collect and sort book bags that are delivered to TK through 2<sup>nd</sup> grade classrooms
  - Communicate with classroom teacher to support the needs in the classroom

Service location and address:

Somos Mayfair  
370-B S. King Road  
San Jose, CA 95116

Alternate location:

Cesar Chavez Elementary School  
2000 Kammerer Ave  
San Jose, CA 95116

Requirements: Agency specific

- Be over 18 years old.
- Enjoy working with children.
- Have the language skills to work with families participating in the program.
- Demonstrate a strong commitment to Somos Mayfair's vision to cultivate the dreams and power of the people of Mayfair through cultural activism, social services and community organizing
- Be able to demonstrate a flexible, compassionate, and supportive attitude when working with children and sensitivity to children with special needs and/or in crisis.
- Bring a strength-based and positive approach to discipline.
- Be able to provide evidence of a negative TB test within the past year.
- Commitment to your assigned project. Failure to show up without notifying Somos will result in loss of internship opportunity.



## De Anza College Child Development & Education Community Service Learning- **SHCS D.A.C.A. Project**

CD12 Child Family and Community Interrelationships      Quarter: XXFall \_\_Winter \_\_ Spring Year 2014

**Project Title: The MOOVE or Massive Open Online Volunteer Engagement**

**Rules on Student Involvement :**

You must have or develop an interest in issues affected the undocumented community and their families. In this case we will be serving young adults through their journey to applying for Deferred Action for Childhood Arrivals.

**Project Purpose:** *(Spring quarter starts April 7-June 19)*

Sacred Heart Community Service is developing the Massive Open Online Volunteer Engagement [MOOVE] Project. MOOVE is designed to reengineer how we invite, orient, train, and empower community volunteers toward a unified purpose: in this case, assisting thousands of families on their journey to Deferred Action for Childhood Arrivals (DACA).

Session/s: dates and times Varies

Supervisor: Karla C. Reyes [karlar@sacredheartcs.org](mailto:karlar@sacredheartcs.org)

**Number of Students:** *minimum time commitment for CD students is 12 hours* **10 students**

**Orientation:** *check the option that applies*

XX Orientation required **Dates** - Tuesdays at 4pm and Fridays at 10am

**Project Detail:** *List project goals, objectives, tasks or activities*

The MOOVE project requires many talents, dreams and visions coming together to create long lasting impact in our community. One of which is assisting at Deferred Action workshops held on October 4, 2014 from 8:30-4pm. You will be trained on outreach and community education efforts to increase the number of young people applying for this immigration benefit. You may also be asked to test out our Massive Open Online Course (MOOC) and survey participants.

**Service location and address:** *where does the service learning take place*

Trainings will be held at 1381 South First Street, San Jose, CA 95110

**Requirements:** *specify requirements*

None

**De Anza College Child Development and Education Department**

**CD 12 Community Service Learning Project  
Instructor/Student Agreement**

This agreement is between **Mayra E. Cruz**, Instructor and \_\_\_\_\_, CD 12 Student.

*Identified community need:* \_\_\_\_\_

**Option 1**

*Description of the Project:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Service Organization* (when applicable) \_\_\_\_\_, located at \_\_\_\_\_

Organization's address/phone number

Supervisor's name (if appropriate) \_\_\_\_\_

*Service Learning Project Hours:* \_\_\_\_\_

*Projected timeline for project/s completion:* \_\_\_\_\_

**Option #2 Project Proposal- attached the description (see page 4 )**

This is your service learning/civic engagement experience. Keep a journal of the experience. The journal will help you complete the reflection essay. The *Student is responsible for:*

- ✓ Contacting the organization (when applicable)
- ✓ Attending all required hours, 12 hours for the quarter.
- ✓ Maintain a timesheet, record of attendance.
- ✓ Discuss placement matters with instructor if necessary.

*Duration:* Minimum of 2 hrs per week, beginning the 2<sup>nd</sup> week of school and ending no later than the 10<sup>th</sup> week of school.

Entered on this \_\_\_\_ of the month of \_\_\_\_\_, 201\_\_.

*Executed by:*

\_\_\_\_\_  
Student's name

**Mayra E. Cruz**  
\_\_\_\_\_  
Instructor's name

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Instructor's signature



## Exploring Your Roots and Culture (20pts)

### Instructions:

This assignment requires that you research your own family's culture listed below. Conduct interviews with family members, read historical and cultural information.

The in-class activity will consist of creating a visual about your roots and presenting to your fellow students. You must prepare well. A rubric to evaluate the completion of this activity will be made available to you. The evaluation rubric will look at the quality of your research, creativity and the quality of the presentation. You will have 2-3 minutes to present.

### Assignment Components:



#### Family Tree

Trace your lineage (if you can) to the generation of your great-great grandparents. The family tree should include name and place of birth and birthdate. Include death date when appropriate. It is your choice whether you research biological or guardian relations. It is your choice to include maternal and/or paternal lineage.

#### Family Structure

Describe your current family structure/living arrangements. Describe a family structure when you were a school-age child.

#### History/Origins

Describe your immediate family's (father, mother, primary caregivers when you were a child) history/origins; geography-names of nations, regions, towns, and places they came from or migrated to. Describe as best as you can the group(s) or subgroup(s) they belong to; language, religion, political belief, county, neighborhood, etc.

#### Cultural Artifacts and Traditions

Describe a sample of your family's (current and past) significant/important objects; language, tools, furniture, music, clothing, stories, dances and celebrations.

#### Important People

Name at least two people, a teacher, author, poet, scientist, legislator, from the same ethnic/cultural group as your own contributed to the esteem of that same group. Include women.

#### Cultural Beliefs and Values

Provide a brief statement about beliefs and values shared by your identified cultural group.

#### Bias and Discrimination

Make a statement about how your cultural group may have experienced discrimination or prejudice; during which historical period and for what reasons; stereotyped behavior or perceptions of others.

Note: The Written Reflection will be part of Quiz #1 How does your own values, goals and sense of self, as related to family history and life experiences, impacts relationships with children and families?

## California November 4, 2014 General Election Campaign Experience (15 points)

Election time is great opportunity to be civically active. You have an opportunity to participate in campaign work, learn the how, and its importance. This experience offers volunteers an opportunity to be part of a political campaign by talking directly to the voters in our local neighborhoods, and/or seeking information on voter attitudes issues as well as their support or opposition for the candidate. Students will be involved in precinct walking and /or phone banking.

The issue most critical for us as it relates to this class is the provision of early childhood education to all children in our community and what a candidate plans to do to support children and families with their needs, and dreams.

Here are the steps.

1. Research candidates. Select which campaign you would like to get involved. Examples of political races are: Mike Honda for Congress <http://mikehonda.com/> and Ro Khanna <http://www.rokhanna.com/splash?splash=1>  
CA State Assembly De Anza Professor Evan Low, <http://www.evanlow.com/> and Chuck Page <http://www.chuckpage.org/>  
San Jose City Council District 1 Professor and Assembly member Paul Fong <http://www.paulfongforcouncil.com/> & Charles "Chappie" Jones <http://votechappie.com/>  
Running for Mayor of San Jose, County Supervisor Dave Cortese <http://cortesecampaign.com/> and Councilmember Sam Liccardo <http://www.samliccardo.com/>  
San Jose City Council District 7 Maya Esparza <http://www.democracy.com/mayaesparza/bio.aspx> and Tam Nguyen <http://www.tamnguyenforcouncil.com/>  
San Jose City Council District 3(downtown) Police Officer Raul Peralez <http://www.raulperalez.com/> and Don Gagliardi <http://www.donforcitycouncil.com/>  
**San Jose Unified School District TA#4 Sam Ho <http://www.electsamho.org/> , Veronica Grijalva Lewis and Payvand Zarghami <http://www.paymonforsanjoseschools.com/>**  
San Jose Evergreen Community College District T.A. #4 Huong Nguyen <https://hnfortrustee.squarespace.com/> and Maria Fuentes [maruruentes@aol.com](mailto:maruruentes@aol.com) (email)
2. **FOR THE OFFICIAL CANDIDATE LIST NOVEMBER ELECTION visit <http://www.sccgov.org/sites/rov/Info/Nov2014Info/Pages/Nov2014Info.aspx>**
3. **See Santa Clara County Voter's Guide On Children's Issues**
4. **Local Elections November 4, 2014** Contact the campaign headquarters to volunteer for at least 2 hrs What you will be doing?
  - Precinct walking- campaign staff and volunteers talk directly to the voters in their neighborhoods, either to market the candidate or campaign, or to seek information on voter attitudes issues as well as their support or opposition for the candidate or campaign.
  - Phone Banking- form of voter contact for voter identification and voter turnout through the use of phones.
5. **Record the hours completed, request verification of hours from campaign staff, and submit the verification to your instructor by November 20th.**

THANK YOU FOR VOLUNTEERING!

## CourseMate Activities

The completion of the CourseMate Activities is 25 points of our class. The completion of the activities will serve to reinforce knowledge acquired, content, and concepts that are part of your readings.

What to do:

a. Register in course in [www.cengage.com](http://www.cengage.com) You will need the following Course Key to enroll in this course. **CD12.02S Tues/Thurs class CM-9781133230007-0000068**

A handout with instructions has been posted on my website

b. Complete the interactive quiz for the chapter assigned every week to receive credit. The interactive quiz is mandatory for each chapter in order for you to gain the most points. You must score a **70% or above** to receive full credit.

c. Complete at least 2 other activities throughout the quarter in any given chapter (your choice Chapters 1-10).

d. You must have completed this requirement by **June 19th** for all 10 chapters and 2 activities. 25pts.

Coursemate has an Engagement Tracker that allows me to track each student's activities completion.