

Final Project: Advocacy and Action Plan**120 points****NAEYC KEY ASSESSMENT**

For your final project, you will create an “Advocacy and Action Plan” that requires you to demonstrate the culmination of knowledge you have gained throughout this course about fundamental concepts and core, underlying components for authentic home-school-community partnerships. You will have the opportunity to: 1) identify a pressing issue and/or concern for young children and their families, 2) act as an advocate for change, and 3) plan action.

A. Written Plan: Your advocacy and action plan will consist of 4 to 5 pages not including the Title and References pages. You are required to utilize course resources (e.g., textbooks, articles, and media).

B. Live or Videotaped Presentation: Prepare a 5 to 7-minute presentation of the key advocacy and action messages. Deliver the presentation either live or via videotape.

Instructions

Be sure to review the assignment rubric to prepare and finalize your plan. Complete all of the following steps. Submit both the written plan and presentation document (e.g., PowerPoint and videotape).

A. Identify one issue from one of two sources:

- i. The 2017 status of children in your home state or another chosen state (Children’s Defense Fund Annual “Children in the States Fact Sheets”)
- OR
- ii. Your environmental observation and documentation review research (i.e., visit to a center, family child care program or early elementary classroom)

B. Connect the issue to one of the five Strengthening Families Protective Factors.

Write an explicit description of the issue and the connection to a protective factor.

The five protective factors are:

- i. parental resilience,
- ii. social connections,
- iii. concrete support in times of need,
- iv. knowledge of parenting and child development, and
- v. social and emotional competence of children.

C. Present your advocacy position

Explain why you have selected this issue and the need to advocate for change. Apply:

- i. **one sociological theory,**
- ii. **at least two fundamental course concepts.**

- At least one ideal or principle from the NAEYC Code of Ethical Conduct
- At least one standard from the Family and Community Relationships standards

D. Present a plan for action. Plan an ACTION TEAM!

How would you address this issue to improve conditions for families with young children?

- Utilize **at least two evidence-based programs, approaches, strategies and/or tools** from course resources. Examples: *Help Me Grow*, a checklist from *Beyond the Bake Sale*, an article, a video.
- Demonstrate how this action plan supports families as their children's first and most important teachers and advocates!

ACTION TEAM: Who will you need to partner with in the development and implementation of your plan?
Families must be on the team! You are not to do this on your own!

E. Video Presentation

Based on your advocacy and action paper create a presentation to help others understand and support your position.

- Design a thorough, persuasive advocacy statement.

Gather and structure key messages from all of the written paper sections.

Be sure to Demonstrate application of one sociological theory, and two fundamental course concepts.

- Prepare a 5 to 7 minute, narrated digital presentation.
(e.g., PowerPoint, iMovies, digital story)

You may find it helpful to revisit videos:

- TED Talk by Rita Pierson: "Every Kid Needs a Champion"
- "Wright's Law: A Unique Teacher Imparts Real Life Lessons | The New York Times"
- TED Talk by Geoffrey Canada: "Enough is Enough! Reforming Our Schools"

	4	3	2	1
	Exemplary	Met	Emerging	Not Met
Standard 2a 20 points	Advocacy issue pertaining to children, families, and/or the community is stated in explicit terms. Strong evidence that the issue was obtained from CDF research on the status of children or classroom visitation data.	Advocacy issue is presented with some evidence of connection to the CDF state data or classroom visitation data.	Advocacy issue is presented. Connections to CDF state research or classroom visitation data are clear.	Advocacy issue is presented with minimal to no connections to CDF state research or classroom visitation data.

Standard 2b 20 points	The action plan explicitly demonstrates: 1) utilization of two course resources; and 2) authentic engagement of families in addressing the identified issue.	The action plan clearly demonstrates: 1) utilization of two course resources; and 2) authentic engagement of families in addressing the identified issue.	The action plan vaguely demonstrates: 1) utilization of two course resources; and 2) authentic engagement of families in addressing the identified issue.	The action plan fails to demonstrate: 1) utilization of two course resources; or 2) authentic engagement of families in addressing the identified issue.
Standard 4a 20 points	Detailed description of advocacy position issue with explicit connection to one of the five protective factors.	Description of advocacy position is missing key points and or the connection to the protective factor is loosely described.	Description of advocacy position is vague and or the connection to the protective factor is vague.	Description of advocacy issue is vague and connection to protective factor is not included.
Standard 6a 16 points	Presents advocacy position that included all four of the following: explanation why the issue was selected; reason to advocate for change; one sociological theory; and at least two fundamental concepts such as an ideal or principal form the NAEYC Code of Ethics.	Presents advocacy position that includes three of the following: explanation why the issue was selected; reason to advocate for change; one sociological theory; and at least two fundamental concepts such as an ideal or principal form the NAEYC Code of Ethics.	Presents advocacy position that includes only two of the following: explanation why the issue was selected; reason to advocate for change; one sociological theory; and at least two fundamental concepts such as an ideal or principal form the NAEYC Code of Ethics.	Presents advocacy position that includes only one of the following: explanation why the issue was selected; reason to advocate for change; one sociological theory; and at least two fundamental concepts such as an ideal or principal form the NAEYC Code of Ethics.
Standard 6b 12 points	Provides detailed description of the application of at least one ideal or principle from the NAEYC Code of Ethical Conduct, and a detailed description of the application of at least one standard from the Family and Community Relationships standards.	Provides detailed description of the application of at least one ideal or principle from the NAEYC Code of Ethical Conduct, and a clear description of the application of at least one standard from the Family and Community Relationships standards.	Provides a sparsely detailed description of the application of at least one ideal or principle from the NAEYC Code of Ethical Conduct, and a sparsely detailed description of the application of at least one standard from the Family and Community Relationships standards.	Provides a sparsely detailed description of the application of at least one ideal or principle from the NAEYC Code of Ethical Conduct, and lacks a description of the application of at least one standard from the Family and Community Relationships standards.
Standard 6c	Utilized two or more evidence-based programs,	Utilized only one evidence-based programs,	Utilized only one evidence-based programs,	Utilized only one evidence-based programs,

12 points	approaches, strategies and/or tools from course resources that show action plan supports families as their children's first and most important teachers and advocates and describe partnership arrangement to create action team.	approaches, strategies and/or tools from course resources that show action plan supports families as their children's first and most important teachers advocates and describe partnership arrangement to create action team.	approaches, strategies and/or tool from course resources that show action plan supports families as their children's first and most important teachers advocates but does not describe partnership arrangement to create action team.	approaches, strategies and/or tools but one which is not a resource provided within the course resources that show action plan supports families as their children's first and most important teachers advocates and/or does not describe partnership arrangement to create action team.
Standard 6e 12 points	Thorough, persuasive advocacy statement. Demonstrated application of all three requirements: one sociological theory; and two fundamental course concepts.	Clearly presented advocacy statement. Contains all three requirements.	Presented advocacy statement in vague terms and/or missing one of the three requirements.	Poorly stated advocacy position. Missing two of the three requirements.
Professional Written Communication 8 points	Writing and format are clear, professional, APA compliant (in-text citations; all references cited on reference page), and error free (spelling, grammar, sentence structure). Guidelines are followed completely.	Writing and format are somewhat clear, APA compliant, couple errors that do not impede professional presentation. Guidelines are followed completely.	Writing and format are vague and/or APA non-compliant and/or few errors that do not impede professional presentation. Guidelines are not followed completely.	Writing and format are poor APA non-compliant. Multiple errors impede professional presentation. Guidelines are not followed.