

Unit 7 Final Project: Advocacy Action Plan & Presentation

Due Date: 11:59 pm EST Sunday of Unit 7

Points: 120 Points

Overview

NAEYC KEY ASSESSMENT

For your final project, you will create an Advocacy Action Plan (AAP) 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. Building on your AAP work in Units 3 and 5, you will: 1) identify an advocacy issue (a pressing issue and/or concern for young children and their families), 2) act as an advocate for change, and 3) plan action.

Your AAP Final Project has two parts:

- **Written Advocacy Action Plan:** Your AAP 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).
- **AAP Presentation:** Prepare and record a 5 to 7 minute narrated presentation of the key advocacy and action messages.

Instructions

Complete all of the following steps.

Part 1: Written Advocacy Action Plan (AAP)

1. Identify one issue based on the status of children in your home state or another chosen state (Children's Defense Fund Annual "Children in the States Fact Sheets").
2. Connect the issue to one (1) 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:
 - 1) Parental resilience,

- 2) Social connections,
- 3) Knowledge of parenting and child development,
- 4) Concrete support in times of need, and
- 5) Social and emotional competence of children.

3. Describe your advocacy position.

Explain why you have selected this issue and the need to advocate for change, and apply the following to your advocacy position:

- One (1) sociological theory
- At least two (2) fundamental course concepts
- At least one (1) ideal or principle from the NAEYC Code of Ethical Conduct
- Address Key Elements 2a and 2b in NAEYC Standard 2 Building Family and Community Relationships
 - 2a. Knowing about and understanding diverse family and community characteristics
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships

4. Design an Action Team and your detailed plan for advocacy action.

- Describe your 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!
- How will 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, and/or a video.
- Explain how this action plan supports families as their children's first and most important teachers and advocates!

Part 2: AAP Presentation

- Record a 5-7 minute narrated presentation based on your written AAP (Part 1).

- Option 1: You may record a video of yourself presenting without slides. For this option, review the **CHS236 YouTube Video Submission Instructions** to learn how to submit your video to YouTube.

OR

- Option 2: You may create a narrated slide presentation using PowerPoint. For this option, review the **CHS236 Add Audio to PowerPoint and Save as Video Instructions** to learn how to record audio to your slides and the **CHS236 YouTube Video Submission Instructions** to learn how to submit your video to YouTube.
- Your presentation must include the following items to help others understand and support your key advocacy issue, position and action messages.
 - Communicate a thorough and persuasive advocacy statement.
 - Include **key messages** from all of the written AAP sections (advocacy issue, Protective Factor, advocacy position, action plan and action team).
 - Be sure to demonstrate application of one sociological theory, and two fundamental course concepts.
- Upload your completed presentation (Option 1 or Option 2) to YouTube and obtain a viewing link for submission.

Requirements

- Written AAP
 - Word document in APA 7 format (with Title Page and Reference Page).
 - Minimum four to five (4-5) pages in length, excluding Title and Reference pages.
- AAP Presentation
 - Narrated video five to seven (5-7) minutes in length uploaded to YouTube.
- Submit **both** the Written AAP and the AAP Presentation YouTube link to the Unit 7 assignment submission link.

Be sure to read the criteria below by which your work will be evaluated before you write and again after you write.

CRITERIA	4 Exemplary	3 Proficient	2 Needs Improvement	1 Deficient
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	20 Points	16 – 19 Points	12 – 15 Points	0 – 11 Points
Standard 2a Knowing about and understanding diverse family and community characteristics.	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.	Advocacy issue is presented with some evidence of connection to the CDF state data.	Advocacy issue is presented. Connections to CDF state research.	Advocacy issue is presented with minimal to no connections to CDF state research.
	20 Points	16 – 19 Points	12 – 15 Points	0 – 11 Points
Standard 2b Supporting and engaging families and communities through respectful, reciprocal relationships.	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: utilization of two course resources; and 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.
	20 Points	16 – 19 Points	12 – 15 Points	0 – 11 Points
Standard 4a Understanding positive relationships and supportive interactions as the foundation of their work with children.	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.
	16 Points	13 – 15 Points	10 – 12 Points	0 – 9 Points
Standard 6a Identifying	Presents advocacy	Presents advocacy	Presents advocacy	Presents advocacy position

<p>and involving oneself with the early childhood field.</p>	<p>position that included all four of the following: 1) explanation why the issue was selected; 2) reason to advocate for change; 3) one sociological theory; and 4) at least two fundamental concepts such as an ideal or principle from the NAEYC Code of Ethics.</p>	<p>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 principle from the NAEYC Code of Ethics.</p>	<p>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 principle from the NAEYC Code of Ethics.</p>	<p>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 principle from the NAEYC Code of Ethics.</p>
	12 Points	10 – 11 Points	7 – 9 Points	0 – 6 Points
<p>Standard 6b Knowing about and upholding ethical standards and other early childhood professional guidelines.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	12 Points	10 – 11 Points	7 – 9 Points	0 – 6 Points
<p>Standard 6c Engaging in continuous, collaborative</p>	<p>Utilized two or more evidence-based programs, approaches, strategies</p>	<p>Utilized only one evidence-based programs, approaches, strategies</p>	<p>Utilized only one evidence-based programs, approaches, strategies and/or tool from course</p>	<p>Utilized only one evidence-based programs, approaches, strategies and/or tools but one</p>

<p>ive learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	12 Points	10 – 11 Points	7 – 9 Points	0 – 6 Points
<p>Standard 6e Engaging in informed advocacy for young children and the early childhood profession.</p>	<p>Thorough, persuasive advocacy statement. Demonstrated application of all three requirements: one sociological theory; and two fundamental course concepts.</p>	<p>Clearly presented advocacy statement. Contains all three requirements.</p>	<p>Presented advocacy statement in vague terms and/or missing one of the three requirements.</p>	<p>Poorly stated advocacy position. Missing two of the three requirements.</p>
	8 Points	6 – 7 Points	5 Points	0 – 4 Points
<p>Professional Written Communication</p>	<p>Writing and format are clear, professional, APA compliant (in-text citations; all references cited on reference page), and error free (spelling, grammar,</p>	<p>Writing and format are somewhat clear, APA compliant, couple errors that do not impede professional presentation. Guidelines are followed completely.</p>	<p>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.</p>	<p>Writing and format are poor APA non-compliant Multiple errors impede professional presentation Guidelines are not followed.</p>

	sentence structure). Guidelines are followed completely.			
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