

Family Advocacy Assignment (Overall Instructions with Rubric)**Directions:**

The following pages include the directions for each section of the Family Advocacy Assignment. Print each set of instructions and use them as a guide for what to include in your typed answers. The Course Schedule is your guide for what to be working on. Print that as well and keep track. The grading rubric is attached; it can be used as a checklist to be sure all of the requirements have been completed before submitting your assignment pieces. Be sure to ask your instructor questions when needed!

Each section of the assignment should:

- Be typed using size 11-12 font, single spaced, organized with the headings, and corrected for spelling and grammar.
- Begin with a title heading at the top of the page that includes your name and the assignment part (EX Customer Profile for (student name)).
- Provide all information requested.
- Be submitted by the due date listed on the course schedule.

Assignment Components:**Professional Organization****Begin: Learning Unit 1 – Due: Learning Unit 2**

Students begin this course exploring the typical roles and responsibilities of a Program Director or personal business owner like a child care home provider. Let's add to this knowledge by exploring the Iowa Association for the Education of Young Children which can be accessed at www.iowaaeYC.org. Surf the site looking at their mission and information related to *Advocacy, Leadership, Professional Development, Programs and Resources, and News*.

To understand how to become a director in Iowa, view the Program Administration Pathway located under Careers and Pathways on the *Professional Development* link (<http://www.iowaaeYC.org/Program%20Administrator%20Pathway%20update%20Oct%202015.pdf>).

Provide the following information in your paper:

- Organization Name.
- Assume you want to be a child care center director after graduation. Use the *Program Administration Pathway* to identify the *Program Administrator Tier* and *Competency Level* you would rank at given your education and experience. Is there anything else you need to be a director?
- Name of your AEYC local chapter and website address.
 - Describe something your local affiliate is or has been involved in.
- What excites or interests you about professional membership?

Windshield Survey – 10 points**Begin: Learning Unit 1 – Due: Learning Unit 3**

To be a successful business, it is important to know your community needs and the characteristics of families you will serve.

Identify a community where your mock center/child care home will be established. To get a sense of who you might serve, take a drive around a five-block radius within the community and complete the questions provided about who lives there and what services are available.

In your paper answer the following:

Describe the Area

- What is the name of the selected community?
- List the streets the selected area lies between (EX to the N. Burlington; E. Highland, S. HWY 34, W. D Street).
- What major businesses or industries are visible within or near the area?
- How old are the houses?
- Are there single or multifamily dwellings?
- Are there signs of disrepair and decay? If so, explain.
- Are there vacant buildings? If so, explain.

Describe the Social Systems

- Describe the schools in the area? Are they in good repair? Do they offer early childhood?
 - Is there easy access to the early childhood programs?
- Are there parks and outdoor recreation opportunities?
- What churches are located in the community?
 - What services do they provide? Schools, community centers, food bank?
- Does the community have public transportation that provides accessible service?
- What supermarkets and stores are available in the neighborhood?

Describe the People You See

- Who is on the street (e.g., women, children, men)?
- What are they doing?
- How are they dressed?
- What is their ethnic background?
- How are the different racial groups residentially located?
- How would you categorize the residents: upper, upper middle, middle, lower class? How did you come to this conclusion?
 - Is there any evidence of homelessness, alcoholism, drug abuse, and mental illness? How did you come to this conclusion?

Community Analysis – 30 points***Begin: Learning Unit 2 – Due: Learning Unit 5***

What should I charge families? Is there even a need for child care in my community? What kind of program would these families prefer? Answers to these questions can be found by analyzing your community more closely. To gather demographic information about our community (age, income, education, ethnicity) we will use the web-based State Data Center (<http://www.iowadatacenter.org/>). A search can be completed by School District, Congressional District, or County.

Review the handout *Using the Iowa Data Center* for tips on navigating the website. Consult with your local resource librarian if further assistance is needed to use this site (or if your community is in a different state).

Type a summary of these items in your report.

Demographic Information

- Median income
- Median age level
- Educational level
- Ethnic background

Customer Profile – 20 points***Begin: Learning Unit 3 – Due: Learning Unit 5***

Create an objective, bias-free Customer Profile based on the information gathered in the Windshield Survey and Community Analysis. Here you will summarize who the customer is as well as identify communication strategies and possible family needs.

When considering family support needs, think beyond economic services available through the Department of Human Service (or Social Services). Explore local or nearby community action agencies such as SIEDA, SCICAP, NEMO Community Action, or the like. Consider Area Education Agencies. What parenting or family support services do these agencies have?

In your paper, address the following questions:

Building Relationships

- Why did you select this community?
- What can you conclude about the interests, values, and language needs of the selected population?
- Think about the child care needs these families might have.
 - What type of mock EC Program will you create, a center or home based program?
 - What hours and days of the week will you be open?
 - What total number of children do you plan to serve?
 - What age groups would you accept including how many of each age level?
 - What would you charge families each week?
 - Philosophical approach.

- How would you advertise to reach these families?
- Describe three strategies for becoming acquainted with families in this area.
- What kind of family events could a center provide that might appeal to these families?

Family Support Services

- Based on your findings, identify two family support services or community resources of value to your population. Include the following for each:
 1. name of service/resource
 - address
 - services provided
 - why was this service selected?
 2. name of service/resource
 - address
 - services provided
 - why was this service selected?

Program Philosophy – 60 points**Begin: Learning Unit 5 – Due: Learning Unit 6**

Earlier in the early childhood program you explored the role of being a teacher. You've practiced building relationships, planning for teaching and learning, and assessing children's development. You are developing your skills as a future teacher.

So far in this course, you've been learning about director responsibilities and the types of programs available for children. Many students say they never want to work as a director and that may be true for you. However, it is important to know what makes a program a quality program. It is important to understand developmental theories and which one you feel most comfortable with. It is also important to develop policies that meet the needs of the families you serve.

In this section of the assignment, students will put their knowledge into action by writing program policies and an early childhood program philosophy from the perspective of a director. Use the handout *Guide to Developing a Philosophy* as a strong basis for this assignment. You will need to include information from respected professional resources.

In your paper, address the following:

Program Philosophy

Create a Philosophy reflecting your thoughts after reading the *Guide to Developing a Philosophy*.

Write a minimum of three paragraphs.

Be sure your philosophy integrates the following:

- Your answers to questions from the *Guide to Developing a Philosophy*.

- Ideas related to two (2) or more principles from the NAEYC Developmentally Appropriate Practice Position Statement.
 - The statement can be accessed at <http://www.naeyc.org/positionstatements/dap>. Copy and paste the URL into your web browser. Once the site is open, select the *Complete Position Statement* pdf.
- Comments about how you will:
 - create respectful environments
 - involve families in the child's education
 - provide family events

Reference two (2) professional resources used in creating your philosophy by recording the following: Last name, first name, (publishing date). Title. City: Publisher.

Staff Policies

Write a statement for each of the following items:

- List the total number of lead and associate teachers needed and identify the required education and experience for each.
- Number of sick days provided each year. Will staff be paid when sick or unpaid?
- Number of vacation days provided each year. Will staff be paid when on vacation or is it unpaid?

PowerPoint – 60 points

Begin: Learning Unit 6 – Due: Learning Unit 8

Students will create a PowerPoint presentation to be shared via YouTube or Zoom for use with families.

Complete the following:

Create a 5 -7-minute PowerPoint presentation for families that advocates for quality early childhood programming by:

- sharing your program philosophy.
- explaining the *benefits of your philosophical* approach
- describing three classroom practices families would see in your program that reflect quality
- discussing opportunities for family involvement

Make the message brief, clear and in parent friendly language.

Use an attractive, professional PowerPoint template.

- Use bullet points on each slide and don't overload with content
- Use readable font
- Graphics may be included

Provide a copy of the power point for the instructor. Submit it in the location provided.

Save the presentation on a flash drive for use in class.

Use good oral presentation skills when sharing the PowerPoint with classmates.

Have the presentation completed by the date due listed on the course schedule.

Program Assessment – 20 points**Begin: Learning Unit 9 – Due: Learning Unit 10**

To assess the quality of early childhood preschool programs the state of Iowa developed the Iowa Quality Preschool Program Standards. You've been introduced to this set of standards in earlier IHCC Early Childhood Courses. Let's see how your mock EC Program compares to the state standards. Don't worry if you don't meet all of the requirements; this was just an exercise in the types of decisions that need to be made by directors!

Resource Needed

The IQPPS Standards document is located in the Iowa Standards Booklet or online at:

[https://www.educateiowa.gov/sites/files/ed/documents/iowa%20Quality%20Preschool%20Program%20Standards%20\(QPPS\).pdf](https://www.educateiowa.gov/sites/files/ed/documents/iowa%20Quality%20Preschool%20Program%20Standards%20(QPPS).pdf). Copy and paste this URL in your web browser, if necessary.

Information to Assess

Access the *IQPPS Self-Assessment Form*, located at the end of the standards document. Assess your mock program by marking the appropriate rank, a, b, c, or d for each criterion and provide a brief reason for your selection. **Use only** the standards and criterion listed below.

- Standard 7 – Families, criterion 1-8
- Standard 8 – Community Relations, criterion 1-6
- Standard 10 – Leadership and Management, criterion 1-4 and 15

When ready, record your information on the QPPS Assessment Form provided; it includes the information requested. Don't forget to answer the reflection questions prior to submitting your completed Assessment! **Note: You will be submitting this information using the Family Advocacy Program Assessment Form provided to you in the project folder.**

<u>IQPPS Standard/Criterion</u>	<u>Rank</u>	<u>Reason for Rank Selected</u>
<i>Family</i>	7.1	
	7.2	
	7.3	
	7.4	
	7.5	
	7.6	
	7.7	
	7.8	
<i>Community</i>	8.1	
	8.2	
	8.3	
	8.4	
	8.5	
	8.6	
<i>Leadership</i>	10.1	

10.2
10.3
10.4
10.15

Reflection

As a director, would you want to participate in this quality initiative? Why or why not?

What benefits do you see for completing a windshield survey or community analysis to identify family/community characteristics?

Imagine yourself in the role of director of your program. Describe program changes you would make to improve the IQPPS standards listed below. Offer one specific change for each standard.

Standard

One Program Change to Improve Rating

Families

Community Relations

Leadership and Management

Assessment:

The attached rubric will be used to evaluate your project. Review the expectations so you can successfully meet them.

Family Advocacy Assignment Rubric

Category	20-18 points Standard Fully Met Documentation of students work provides good examples of their ability to...as evidenced by:	17-15 points Emerging Skill Documentation of students work provides adequate examples of their ability to...as evidenced by:	15-1 points Standard Not Met Documentation of students work does not provide adequate examples of their ability to...as evidenced by:	0 points Item Not Submitted
Power Point <i>Master and apply foundational concepts from General Education</i>	Using good design strategies in the PowerPoint such as: 5-7 minutes in length Written in clear friendly language Each slide easily read Uses bullets rather than full sentences Attractive Free of grammatical or spelling errors Presented orally using required format	Using some design strategies that make the Power Point easy to understand, view and follow along	Designing a Power Point that is: Over 7 or under 5 minutes in length Language unclear Lacks attraction Overfills each slide with content Not presented by due date or not presented orally	
Philosophy <i>Identify and use professional resources</i>	Appropriately referencing 2 professional resources for the Philosophy Links to DAP Position Statement principles are clear and distinct	Using 1 professional resource and or not recording sources in the appropriate manner Does make beginning links to DAP Positions Statement Principles	Not providing resources No principles from DAP Position Statement are incorporated	

PowerPoint <i>Use developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</i>	Identifying three classroom practices that demonstrate quality	Identifies classroom practices but their connection to quality is minimal	Lacking thoughtful classroom examples	
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Windshield Survey Community Analysis <i>Knowing about and understanding diverse family and community characteristics</i>	Creating a clear picture of the <i>Place, Social Systems, and People</i> of the chosen community and including all demographic items requested in the Community Analysis to identify characteristics of families Using non-biased, non-judgmental language	Beginning to describe items related to the <i>Place, Social Systems, and People</i> Including most demographic items requested for Community Analysis Using non-biased, non-judgmental language	Has poorly detailed observations with most information lacking on the <i>Place, Social Systems, and People</i> Including few demographic items requested for Community Analysis Using language that reflects bias and judgment	
Customer Profile <i>Support and empower families and communities through respectful, reciprocal relationships</i>	Describing three get acquainted strategies that would meet the needs of the defined audience Recognizes and identifies two family support services/resources telling why service was selected Identifying meaningful family events linked to family characteristics	Get acquainted strategies show some meaningfulness for the defined audience Identifies one relevant family support service/resource and has some reasoning for choice Beginning to articulate statements about family events	Does not clearly identify family support service/resource and/or get acquainted strategies are absent or lacking meaningfulness for the select audience Family events unclear or unrelated	

Philosophy <i>Involve families and communities in their children's development and learning</i>	Making clear statements about the role of family and family involvement strategies in the Philosophy	Beginning to articulate role of family in child's education, and making clear statements about involving families in the Philosophy	Providing vague, unclear or no statements regarding involvement of family	
Professional Affiliates <i>Identify and involve oneself with the early childhood field</i>	Completing the research on Iowa AEYC and the local affiliate and can share a motivation for professional membership that links specifically to affiliate information Includes information from Administrator Pathway	Begins to complete the research on one or both professional affiliates and makes a generic statement about membership Partially identifies requirements for directorship	Doesn't complete the organizational research and lacks components regarding membership Requirements for directorship incorrect or missing	

Category	20-18 points Standard Fully Met Documentation of students work provides good examples of their ability to...as evidenced by:	17-15 points Emerging Skill Documentation of students work provides adequate examples of their ability to...as evidenced by:	15-1 points Standard Not Met Documentation of students work does not provide adequate examples of their ability to...as evidenced by:	0 points Item Not Submitted
Program Assessment <i>Know about and uphold ethical standards and other professional guidelines</i>	Analyzing each IQPPS criteria and providing justification statements rank selected	Beginning to analyze IQPPS criteria and making simple or vague justification statements for rank selected	Showing little thoughtfulness in analysis using IQPPS	
Community Analysis <i>Engage in continuous, collaborative learning to inform practice; using technology as a resource</i>	Independently navigating through the Iowa Data Center to obtain demographic information on the select community and create a summary about the population	Showing some evidence of using professional resources to gather and summarize information (i.e. data center; organization web sites)	Showing little evidence of referring to professional resources when gathering/summarizing information	

Philosophy <i>Integrate knowledgeable, reflective and critical perspectives on early education</i>	<p>Including a broad range of early childhood perspectives such as:</p> <p>Discusses a theorist that represents their beliefs</p> <p>Describes what children need to learn</p> <p>Describes major emphases of a curriculum</p> <p>Gives examples of learning experiences, equipment, and materials</p> <p>Explains guidance approach that leads to creative, respectful, supportive, learning environment</p>	<p>Attempting to integrate knowledge of perspectives on early childhood education in somewhat clear, understandable writing</p>	<p>Failing to reflect knowledge of perspectives on early childhood education and writing an unclear and disjointed philosophy</p>	
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Category	20-18 points Standard Fully Met <p>Documentation of students work provides good examples of their ability to...as evidenced by:</p>	17-15 points Emerging Skill <p>Documentation of students work provides adequate examples of their ability to...as evidenced by:</p>	15-1 points Standard Not Met <p>Documentation of students work does not provide adequate examples of their ability to...as evidenced by:</p>	0 points Item Not Submitted
PowerPoint <i>Engage in informed advocacy for children and the profession</i>	<p>Creating a communication tool understandable by parents that advocates for quality EC programs by:</p> <p>Sharing philosophy grounded in EC principles; discussing family involvement opportunities</p>	<p>Beginning to write in ways easy for parents to understand and attempts to communicate early childhood principles and family involvement</p>	<p>Failing to advocate for quality EC programs by writing in language that parents might not understand and</p> <p>Poorly articulating a philosophy;</p> <p>Including few comments regarding family involvement opportunities</p>	