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Week of Advocacy and Activities for Children in Plymouth Community [Project Proposal]

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- Project Proposal Form – project scope & outcomes** (*included in this document*)
- Project Guidelines Form – reflective document outlining desirable IC project attributes**
- Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer
rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Week of Advocacy and Activities for Children in the Plymouth Community

Project Leadership: (Identify Project Director/Manager or Co-Manager/s) Patricia Cantor

Project Description: Early Childhood and Childhood Studies students will plan and carry out activities for children and families in the Plymouth area during April 24-28, 2017, as part of the nationwide celebration of the Week of the Young Child. The Week of the Young Child is a national event planned through the National Association for the Education of Young Children. Each of the five days of the Week of the Young Child focuses on a specific theme (see <https://www.naeyc.org/woyc>).

The Week of the Young Child is intended to raise awareness of the importance of working together as a community to provide children with opportunities and resources to promote their healthy development and learning. The students will collaborate with Plymouth-area programs such as the Center for Young Children and Families, the Whole Village Family Resource Center, the A+ Afterschool Program at Plymouth Elementary, Pease Public Library, and Plymouth Area Head Start, to develop and provide activities for children focused on: music and the arts, nutrition and physical activity, working and building together, problem-solving and creativity, and sharing family stories.

Students will work together in Project Teams to:

- connect with community programs about the goals of the Week of the Young Child;
- design meaningful activities for children in community programs;
- acquire the necessary resources, materials, and expertise (including engaging faculty, staff, and fellow students at PSU and members of the community);
- coordinate all the arrangements with sites;
- develop a clear advocacy message related to their Project;
- share information about the activities and advocacy message through social and print media and other relevant outlets;
- document the impact of their Projects (which will include following each site's guidelines for photographing children and obtaining the necessary parental permissions).

Project Goals and Outcomes:

1. **Project Goals – Briefly identify and describe the objectives of this project** The intent of this Project is to support PSU students in developing the skills and knowledge needed to be effective advocates in their communities for children’s healthy development and learning. Students will work in Project Teams to plan and carry out hands-on, minds-on learning experiences and activities for Plymouth-area children, as part of the national Week of the Young Child, April 24-28, 2017. Students will also develop and disseminate advocacy messages about the importance of community support for young children and families.

2. **Student Learning Outcomes – Outline the expected student learning outcomes**

As a result of participating in this Project, students will demonstrate their capacity to:

- Learn about community programs that support children and families;
- Collaborate and communicate effectively with others (including fellow students, faculty, and community members);
- Plan engaging and relevant activities to promote children’s healthy development and learning;
- Develop a budget to support their planned activities;
- Identify and obtain resources, including donations of materials and expertise, needed to support their Projects;
- Take initiative and responsibility to implement Projects that they have designed;
- Develop a clear and compelling advocacy message;
- Use social and print media effectively to disseminate information and advocacy messages;
- Document the impact of their Projects;
- Reflect on what they have learned.

All of these skills are relevant for students’ careers and volunteer activities after college. They will have the opportunity to gain self-confidence and a sense of their own efficacy as advocates and contributors toward broader community and societal goals.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement:

Addressing a Relevant Societal Issue:

The Week of the Young Child is an annual national celebration and advocacy event that was first established in 1971 by the National Association for the Education of Young Children (NAEYC), which is the world's largest early childhood professional association, with nearly 80,000 members. According to NAEYC, "The purpose of the Week of the Young Child is to focus public attention on the needs of young children and their families and to recognize the early childhood programs and services that meet those needs... The early childhood years (birth through age 8) lay the foundation for children's success in school and later life. The Week of the Young Child is a time to plan how we—as citizens of a community, of a state, and of a nation—will better meet the needs of all young children and their families" (<http://www.naeyc.org/woyc/faq>).

Strong evidence already exists to inform policies and practices that will promote children's learning and development. The Center on the Developing Child at Harvard University has developed policy and practice recommendations based on brain research (see <http://developingchild.harvard.edu/>). Dr. James Heckman, Nobel Laureate in Economics, has established the economic benefits and strong return on investment that will accrue from investing in early childhood programs and services (see <http://heckmanequation.org/>). What is needed now is to build public support and political will to implement the policies and practices that will enable all children to thrive and learn. By participating in the Week of the Young Child, our students will be raising awareness in the Plymouth community about the needs of children and families and participating in a national initiative to build public support for policies, programs, and services for children and families.

Establishing Relationships with Community Partners, Government Agencies, Etc.:

This Project has a strong focus on collaborating with community programs and services, building on existing relationships and establishing new relationships with community partners. The Project Leader has been an early childhood educator and advocate in NH for over 25 years and has been honored five times as a NH Children's Champion. She has well-established relationships with many individuals, organizations, and programs and will be able to facilitate students' collaborations with community partners.

Students will work with community partners such as the Pease Public Library, A+ Afterschool Program at Plymouth Elementary, Plymouth Area Head Start, the Whole Village Family Resource Center, and the Center for Young Children and Families at PSU. Students will collaborate with community partners to plan high quality hands-on, minds-on activities for children and to develop advocacy messages to share with the broader community.

Throughout the spring 2017 semester, all of the students in ER 4300 will also be completing practicum experiences at programs for children in Plymouth and surrounding communities. This opens the possibility that they may also involve their practicum sites in the Week of the Young Child event.

In this first year, the community partners will primarily consist of sites that currently offer programs and direct services for children and families. In addition, we will collaborate with the New Hampshire state affiliate of the National Association for the Education of Young Children, which will be sharing information at its website about Week of the Young Child activities around the state. The Project has the potential in the future to engage government agencies, advocacy organizations, and philanthropic entities. One possibility, for example, is to invite state legislators to attend the community events for children and share information with them about promoting children's healthy growth and development; this effort could be coordinated with the NH chapter of Every Child Matters, a national advocacy organization.

Fostering Collaboration Across Disciplines:

In this first incarnation, the Project will be based in the class ER 4300 Leadership, Advocacy, and Policy in Early Childhood, which is offered every spring and taught by the Project Leader. The spring 2017 ER 4300 class has 21 students; 12 of these students are Early Childhood Studies majors and 9 are majoring in Childhood Studies (from the Elementary Education/Childhood Studies Dept.). All of the students are seniors. These two groups of students represent two different disciplines that hold many values, goals, and skills in common, which will enable them to work well together.

Each of the five days of the Week of the Young Child focuses on a different discipline-based theme: music (Monday); nutrition and physical activity (Tuesday); working and building together (Wednesday); problem-solving and creativity (Thursday); and sharing family stories (Friday) (see <https://www.naeyc.org/woyc> for more detail about these themes). Students in the Early Childhood class ER 3450 Math Methods for Early Childhood will be involved with planning and implementing math activities at several of the community sites. As they plan and develop activities for children, the ER 4300 students will be encouraged to consult with their friends and fellow students who have expertise in any of the discipline areas; for example, students who are art majors may have ideas about encouraging children's explorations with art materials, while students from health and physical education programs may have suggestions for promoting children's physical activity. Marketing and Communication Studies majors may offer ideas about developing a publicity campaign to share information and advocacy messages. PSU students who are not enrolled in ER 4300 will be welcome to be involved in any aspect of the Project.

Making an Impact:

PSU students who participate in this Project will collaborate with early childhood programs and services in the greater Plymouth area to spread awareness of the importance of the early childhood years and advocate for strong community supports for children ages birth through 8 and their families. The activities that they plan and carry out will enhance the learning and development of the community's children and will provide models for hands-on, minds-on learning experiences for children.

At a minimum, the students will offer one activity per site per day during the Week of the Young Child from April 24-28 (for a total of five activities at five different sites). Depending on the interest and capacity of the PSU students involved, it's possible that multiple activities could be offered on the same day at different sites throughout the week. The Project has the potential to expand this year or in future years, based on the interests and needs of the community partners and the commitment and capacity of the participating students. The goal will be to continue this Project in future years, engaging more students and more community partners each year. As the Project grows, community partners will also be encouraged to contribute materials, funding, expertise, and volunteers to the Week of the Young Child Project.

PSU students will make connections within the community and participate in collaborations that will promote the reputation of PSU as an agent for positive change. Through their participation in the Week of the Young Child, the students will also be part of a broader, nationwide advocacy effort and will learn knowledge and skills that they can apply in the future as educators, parents, and citizens.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

| Name | Position/ Title | Project Role | Discipline/ Specialty | Email |
|--------------------|------------------------|---------------------|------------------------------|--|
| Patricia Cantor | Professor | Project Leader | Early Childhood Studies | pcantor@plymouth.edu |
| Mary Cornish | Professor | Project Team | Early Childhood Studies | mcornish@plymouth.edu |
| Elisabeth Johnston | Assistant Professor | Project Team | Early Childhood Studies | epjohnston@plymouth.edu |
| | | | | |
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Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

| Name | Organization | Project Role | Discipline/ Specialty | Email |
|---|---------------------|---------------------|------------------------------|--------------|
| Relevant Plymouth-area programs will be invited to participate by the students as part of the Project; info about community participants can be provided as the Project gets underway in spring 2017. It is expected that at least 5 Plymouth-area programs | | | | |

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|-------------------|--|--|--|--|
| will participate. | | | | |
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Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

| Class/ Student Organization/ Individuals | Role in Project | Academic Level (Undergraduate or Graduate) | Academic Discipline | Total Student Population |
|---|------------------------------|--|---------------------------------------|--|
| ER 4300 Leadership, Advocacy, and Policy in Early Childhood (incorporated into the course curriculum) | Student project participants | Undergraduate | Early Childhood and Childhood Studies | 21 (12 Early Childhood Studies majors; 9 Childhood Studies majors) |
| ER 3450 Math Methods in Early Childhood | Student project participants | Undergraduate | Early Childhood Studies | 13 |
| | | | | |

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance**
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status: Select an Option

IRB Approval Date: Click here to enter a date.

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 1/31/2017

Project Complete Date: 5/12/2017

| Project Milestone | Milestone Description | Target Completion Date |
|--|--|-------------------------------|
| Introduction of Project to Students | Students will learn about the project and opportunities for participation on the first day of class in ER 4300 and ER 3450. | 1/31/2017 |
| Project Teams formed and initial proposals submitted | Students in ER 4300 will form Project Teams of 3-4 and will submit initial proposals about their plans for an activity or activities during the Week of the Young Child. | 2/21/2017 |
| Contact Sites | Students and Project Leader will contact relevant community programs to invite participation in the project. Sites will agree on terms of the activity with Project Teams. | 3/14/2017 |
| Activity Preparation | Project Teams will finalize plans for their activities, secure necessary materials and expertise, finalize all arrangements with sites, invite children and families to participate, develop an advocacy message related to their activity, and design a publicity plan. | 4/20/2017 |
| Project Implementation | Project Teams will offer their Week of the Young Child activities in Plymouth sites throughout the week of April 24-28. Teams will also implement their publicity plans and share their advocacy messages. | 4/28/2017 |
| Project Review and Wrap-Up | Project Teams will document their experience and what they have learned, send messages of thanks to community participants, and contribute suggestions about how to revise | May 12, 2017 |

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|--|--------------------------------|--|
| | the Project for the next time. | |
|--|--------------------------------|--|

Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: NA