



MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CHILDREN, FAMILIES, & COMMUNITIES ECED 2375 | COURSE INFORMATION

COURSE DESCRIPTION

This course is an in-depth look at the child, family school and community and the relationship between and among them. It will review the socialization process and the development of the child as a social being. The course will examine how family systems, community settings and school environments impact young children including those with disabilities, developmental delays, language and/or cultural differences. Students will explore creating effective working relationships with families through communication considering the role of culture, diversity and theory.

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS CHILDREN, FAMILIES, & COMMUNITIES ECED 2375		
	COURSE OBJECTIVE	ALIGNMENT WITH STANDARDS
1	Society's concept of childhood and how it has changed over time.	EI/ECSE, Child Development and Early Learning; NAEYC, Becoming a Professional, 6a; (NAEYC, PS&C Standards, Standard Six, Professionalism as an Early Childhood Educator, 6a)
2	Uri Bronfenbrenner's ecological systems theory.	EI/ECSE, Child Development and Early Learning; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards, Standard One, Child Development and Learning in Context, 1c, Standard Two, Family Teacher Partnerships and Community Connections, 2a) CKC's, Building Family and Community Relationships, 5.A.1
3	The functions of all families and how they have changed over time.	NAEYC, Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards, Standard One, Child Development and Learning in Context, 1c, Standard Two, Family, Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1
4	The organizational patterns of all families and how they have changed over time.	Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards Standard Two, Family, Teacher Partnerships and Community Connections, 2a) ; CKC's, Building Family and Community Relationships, 5.A.1
5	Diverse patterns of parenting	EI/ECSE, Child Development and Early Learning; NAEYC, Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards Standard Two, Family, Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CHILDREN, FAMILIES, & COMMUNITIES | ECED 2375

COURSE OBJECTIVE		ALIGNMENT WITH STANDARDS
6	The effects of stress, trauma, and transitions on families.	OSEP, Supporting Social and Emotional Development; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b, Standard Two, Building Family and Community Relationships, 2a, and Standard Four, Using Developmentally Effective Approaches, 4a; (NAEYC, PS&C Standards, Standard One, Child Development Learning in Context, 1c and 1d, Standard Two, Family, Teacher Partnerships and Community Connections, 2a, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC's, Building Family and Community Relationships, 5.A.1
7	Working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F1 and F6; EI/ECSE, Partnering With Families; NAEYC Building Family and Community Relations, 2b; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2b and Standard Six, Professionalism as an Early Childhood Educator, 6c); CKC's, Building Family and Community Relations, 5.A.2
8	The ethics of working with all families.	OSEP, Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds, DEC, Family F1 and F6; EI/ECSE, Partnering with Families, Professionalism and Ethical Practices; NAEYC Building Family and Community Relations, 2b; Standard 6, Becoming a Professional 6b; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2b, and Standard Six Professionalism as an Early Childhood Educator, 6b); CKC's Promoting Child Development and Learning, 1.B.3 SC level 2a, Building Family and Community Relationships, 5.A.2
9	Community resources to support all children and families	OSEP, Collaborating; DEC, Environments, E4; EI/ECSE, Partnering with Families, Collaboration and Teaming; NAEYC, Building Family and Community Relationships, 2a, Standard Six, Becoming a Professional; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2c); CKC's, Promoting Child Development and Learning, 1.B.3. SC level 2b
10	The importance of advocacy with and for families.	OSEP, Collaborating; EI/ECSE, Partnering with Families; NAEYC, Standard Six, Becoming a Professional, 6e; (NAEYC, PS&C Standards, Standard Six Professionalism as an Early Childhood Educator, 6a)

Student Outcomes: Upon completion of this course, students will be able to:

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CHILDREN, FAMILIES, & COMMUNITIES | ECED 2375

STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
1	Discuss society's concept of childhood and how it has changed over time.	EI/ECSE, Child Development and Early Learning; NAEYC, Becoming a Professional, 6a; (NAEYC, PS&C Standards, Standard Six, Professionalism as an Early Childhood Educator, 6a)
2	Identify and define microsystem, mesosystem, exosystem and macrosystem and discuss how they are interrelated.	EI/ECSE, Child Development and Early Learning; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; Standard Two, Building Family and Community Relationships, 2a and Standard Six, Becoming a Professional, 6a; (NAEYC, PS&C Standards, Standard One, Child Development and Learning in Context, 1c, Standard Two, Family Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CHILDREN, FAMILIES, & COMMUNITIES | ECED 2375

STUDENT OUTCOMES		ALIGNMENT WITH STANDARDS
3	Summarize functions of all families and how they have changed over time.	Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards, Standard One, Child Development and Learning in Context, 1c, Standard Two, Family, Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1
4	Compare and contrast organizational patterns of all families and how they have changed over time.	Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards Standard Two, Family, Teacher Partnerships and Community Connections, 2a) ;CKC's, Building Family and Community Relationships, 5.A.1
5	Analyze the diverse patterns of parenting	EI/ECSE, Child Development and Early Learning; NAEYC, Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1
6	Connect stress, trauma, and transitions to the effects on children and families.	OSEP, Supporting Social and Emotional Development; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b, Standard Two, Building Family and Community Relationships, 2a, and Standard Four, Using Developmentally Effective Approaches, 4a; (NAEYC, PS&C Standards, Standard One, Child Development Learning in Context, 1c and 1d, Standard Two, Family, Teacher Partnerships and Community Connections, 2a, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC's, Building Family and Community Relationships, 5.A.1
7	Evaluate strategies for working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F1 and F6; EI/ECSE, Partnering With Families; NAEYC Building Family and Community Relations, 2b; (NAEYC, PS&C Standards Standard Two, Family, Teacher Partnerships and Community Connections, 2b and Standard Six, Professionalism as an Early Childhood Educator, 6c); CKC's, Building Family and Community Relations, 5.A.2
8	Examine the ethics of working with all families.	OSEP, Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds, DEC, Family F1 and F6; EI/ECSE, Partnering with Families, Professionalism and Ethical Practices; NAEYC Building Family and Community Relations, 2b; Standard 6, Becoming a Professional; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2b, and Standard Six Professionalism as an Early Childhood Educator, 6b);CKC's Promoting Child Development and Learning, 1.B.3 SC level 2a, Building Family and Community Relationships, 5.A.2
9	Generate community resource opportunities to support all children and families	OSEP, Collaborating; DEC, Environments, E4; EI/ECSE, Partnering with Families, Collaboration and Teaming; NAEYC, Building Family and Community Relationships, 2a, Standard Six, Becoming a Professional; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2c); CKC's, Promoting Child Development and Learning, 1.B.3. SC level 2b
10	Describe the importance of advocacy with and for families.	OSEP, Collaborating; EI/ECSE, Partnering with Families; NAEYC, Standard Six, Becoming a Professional; (NAEYC, PS&C Standards, Standard Six Professionalism as an Early Childhood Educator, 6a)

Course Content:

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS CHILDREN, FAMILIES, & COMMUNITIES ECED 2375		
	COURSE CONTENT	ALIGNMENT WITH STANDARDS
1	Society's concept of childhood and how it has changed over time.	EI/ECSE, Child Development and Early Learning; NAEYC, Becoming a Professional, 6a; (NAEYC, PS&C Standards, Standard Six, Professionalism as an Early Childhood Educator, 6a)
2	Uri Bronfenbrenner's ecological systems theory	EI/ECSE, Child Development and Early Learning; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b; Standard Two, Building Family and Community Relationships, 2a and Standard Six, Becoming a Professional, 6a; (NAEYC, PS&C Standards, Standard One, Child Development and Learning in Context, 1c, Standard Two, Family Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1
3	Functions of families.	Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards, Standard One, Child Development and Learning in Context, 1c, Standard Two, Family, Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1
4	Organizational patterns of all families and how they have changed over time.	Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards Standard Two, Family, Teacher Partnerships and Community Connections, 2a) ;CKC's, Building Family and Community Relationships, 5.A.1
5	Diverse patterns of parenting	EI/ECSE, Child Development and Early Learning; NAEYC, Standard Two, Building Family and Community Relationships, 2a; (NAEYC, PS&C Standards Standard Two, Family, Teacher Partnerships and Community Connections, 2a); CKC's, Building Family and Community Relationships, 5.A.1
6	The effects on children and families from stress, trauma, and transitions	OSEP, Supporting Social and Emotional Development; NAEYC, Standard One, Promoting Child Development and Early Learning, 1b, Standard Two, Building Family and Community Relationships, 2a, and Standard Four, Using Developmentally Effective Approaches, 4a; (NAEYC, PS&C Standards, Standard One, Child Development Learning in Context, 1c and 1d, Standard Two, Family, Teacher Partnerships and Community Connections, 2a, and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4a); CKC's, Building Family and Community Relationships, 5.A.1
7	Strategies for working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	OSEP, Working with Children and Families from Diverse Backgrounds; DEC, Family, F1 and F6; EI/ECSE, Partnering With Families; NAEYC Building Family and Community Relations, 2b; (NAEYC, PS&C Standards Standard Two, Family, Teacher Partnerships and Community Connections, 2b and Standard Six, Professionalism as an Early Childhood Educator, 6c); CKC's, Building Family and Community Relations, 5.A.2
8	The ethics of working with all families.	OSEP, Engaging and Communicating with Families, Working with Children and Families from Diverse Backgrounds, DEC, Family F1 and F6; EI/ECSE, Partnering with Families, Professionalism and Ethical Practices; NAEYC Building Family and Community Relations, 2b; Standard 6, Becoming a Professional; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2b, and Standard Six Professionalism as an Early Childhood Educator, 6b); CKC's Promoting Child Development and Learning, 1.B.3 SC level 2a, Building Family and Community Relationships, 5.A.2
9	Community resource opportunities to support all children and families	OSEP, Collaborating; DEC, Environments, E4; EI/ECSE, Partnering with Families, Collaboration and Teaming; NAEYC, Building Family and Community Relationships, 2a, Standard Six, Becoming a Professional; (NAEYC, PS&C Standards, Standard Two, Family, Teacher Partnerships and Community Connections, 2c); CKC's, Promoting Child Development and Learning, 1.B.3. SC level 2b

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CHILDREN, FAMILIES, & COMMUNITIES | ECED 2375

COURSE CONTENT		ALIGNMENT WITH STANDARDS
10	The importance of advocacy with and for families.	OSEP, Collaborating; EI/ECSE, Partnering with Families; NAEYC, Standard Six, Becoming a Professional; (NAEYC, PS&C Standards, Standard Six Professionalism as an Early Childhood Educator, 6a)

STANDARDS

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

KEY EXPERIENCES

- (CO 1) Discuss the historical perspective of society’s concept of childhood including children with disabilities, developmental delays, language and/or cultural differences. Review the United Nations Children’s Bill of Rights (the only nation that has not ratified this is the United States): Timeline of Children’s Rights <https://www.unicef.org/child-rights-convention/history-child-rights>
Convention of the Rights of Children <https://www.unicef.org/child-rights-convention/convention-text>
- (CO 2) Review multiple models of Bronfenbrenner’s Ecological Systems (many can be found on this Pinterest page [https://www.pinterest.com/search/pins/?rs=ac&len=2&q=bronfenbrenner’s%20ecological%20model&eq=bronfenbrenner&etslf=3657&term_meta\[\]=bronfenbrenner’s%7Cautocomplete%7C0&term_meta\[\]=ecological%7Cautocomplete%7C0&term_meta\[\]=model%7Cautocomplete%7C0](https://www.pinterest.com/search/pins/?rs=ac&len=2&q=bronfenbrenner’s%20ecological%20model&eq=bronfenbrenner&etslf=3657&term_meta[]=bronfenbrenner’s%7Cautocomplete%7C0&term_meta[]=ecological%7Cautocomplete%7C0&term_meta[]=model%7Cautocomplete%7C0)) Compare and contrast them.
- (CO 3) Analyze Family Functions including families of children with disabilities
 - Brainstorm way that families function to meet Maslow’s Hierarchy of needs.
 - Review: [https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_\(Barkan\)/11%3A_The_Family/11.03%3A_Sociological_Perspectives_on_the_Family](https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_(Barkan)/11%3A_The_Family/11.03%3A_Sociological_Perspectives_on_the_Family)
- (CO 4) Discuss the variety of family organizational patterns and the roles of family members that exist today starting with the students’ and instructor’s current families and families of origin. How has the “typical” family organization changed?

5. (CO 5) Explore parenting styles including the impact on child guidance:
 - a. Authoritative
 - b. Authoritarian or disciplinarian
 - c. Permissive or indulgent
 - d. Negligent or uninvolved
 - e. Blended styles affected by culture and gender
6. (CO 6) Read this brief article and have the students take the embedded ACES quiz. <https://www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-doesnt-mean>
7. (CO 6) Research material for “How stress affects children” (see resource options below) to make presentations connecting stress, trauma and transitions to the effects on all children and families.
8. (CO 7) Explore the Family Engagement Inventory, <https://www.childwelfare.gov/FEI/practice-strategies/> Expand each category on the website and have small groups review and evaluate the strategies.
9. (CO -8) Use NAEYC’s *Teaching the Code* activities focused around the ethics of working with families including those with children with disabilities, developmental delays, language and/or cultural differences. Give students ethical dilemmas and have them find the principle that explains what the right thing is to do.
10. (CO-9) Create a file of community agencies, businesses, and other resources to support families of all children making sure to include specific resources for families of children with developmental delays, disabilities, language and/or cultural differences.
11. (CO-10) Review the content of this link: <https://www.naeyc.org/get-involved/advocate> and attend a local educational meeting or family event.

RESOURCES

Books

- <https://www.prokids.org/wp-content/uploads/2017/01/Chap-4-Dec-2016.pdf>

Websites

- NAEYC Advancing Equity in Early Childhood Position Statement
<https://www.naeyc.org/resources/position-statements/equity>
- CT Parent Advocacy Center
<https://cpacinc.org/programs.aspx>
- Timeline of Children’s Rights <https://www.unicef.org/child-rights-convention/history-child-rights>
Convention of the Rights of Children <https://www.unicef.org/child-rights-convention/convention-text>
Understood.org
“We’re dedicated to shaping a world where millions of people who learn and think differently can thrive at home, at school, and at work.”
https://www.understood.org/pages/en/school-learning/for-educators/?_sp=6977c727-fce4-4332-90d7-33ed756af818.1613665344358
- Head Start Parent, Family and Community Engagement Framework
<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-parent-family-community-engagement-framework>
- Ct State Department of Education: Full, Equal and Equitable Partnerships with Families
<https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families/Implementing-the-Framework>
- The Family Engagement Inventory: A Brief Cross Disciplinary Synthesis
<https://www.childwelfare.gov/pubPDFs/synthesis.pdf#page=6>
- 5 Functions of Community
<http://krypton.mnsu.edu/~jp5985fj/courses/230/Institutions.html>
- A website that is dedicated to growing and shaping a world where everyone who learns and thinks differently feels supported at home, at school, and at work. <https://www.understood.org>
- Connect Module
<https://connectmodules.dec-sped.org/connect-modules/learners/module-4/>
- Children’s Defense Fund: Comprehensive, non-profit child advocacy agency offering information and support.
- NATIONAL CHILDHOOD TRAUMA AND STRESS NETWORK
<https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>

Articles

- Albuquerque School District: Family Engagement Best Practices Rubric and Assessment
<https://www.aps.edu/family-engagement-collaborative/documents/family-engagement-best-practices-rubric-with-action-plan>
- NAEYC and DEC Joint Position Statement on Inclusion
http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf
- Building Relationships with Families of Children with Special Needs
<https://childcareta.acf.hhs.gov/infant-toddler-resource-guide/building-relationships>
- How Early Childhood Trauma Is Unique
<https://www.nctsn.org/what-is-child-trauma/trauma-types/early-childhood-trauma/effects>
- TYPES OF FAMILY STRUCTURES
<https://family.lovetoknow.com/about-family-values/types-family-structures>
<https://www.scoe.org/files/ccpc-family-structures.pdf>
- Links to material about disabilities in different time periods in Great Britain
<https://historicengland.org.uk/research/inclusive-heritage/disability-history/>
- A Brief Timeline of the History of Disabilities: The Shameful Treatment of People with Disabilities
<https://sailhelps.org/a-brief-timeline-of-the-history-of-disabilities-the-shameful-treatment-of-people-with-disabilities/>

Videos

- Best Practices in Family and Community Engagement Video Series
<https://eclkc.ohs.acf.hhs.gov/community-engagement/article/best-practices-family-community-engagement-video-series>
- The History of Special Education
<https://www.youtube.com/watch?v=23Jes6PHzkk>
- TED TALK
[Parenting Styles | Scout O'Donnell | TEDxTheMastersSchool](https://www.ted.com/talks/scout_o'donnell_parenting_styles)
- *"The Raising of America is a five-part documentary series that explores how a strong start for all our kids can lead to a healthier, stronger and more equitable nation."*
Link to streaming rights of Raising of America.
<http://vod.raisingofamerica.org>

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CHILDREN, FAMILIES, & COMMUNITIES | ECED 2375

DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
5 Organizational Patterns of Families	<p>*Discuss the variety of family organizational patterns and the roles of family members that exist today starting with the students’ and the instructor’s current families and their families of origin.</p> <p>Read or watch video of some of these children’s books about all kinds of families: https://theeverymom.com/22-childrens-books-that-show-allfamilies-are-different/</p>	CO 4	<p>Consider the classroom discussion and review applicable resources in the resource section.</p> <p><i>*Compare and contrast organizational patterns of families and reflect on how those patterns have changed over time. (small group or BB discussion board)</i></p>	SO 4
6 Diverse patterns of parenting	*Explore parenting styles	CO 5	<i>*Watch videos and read articles about parenting styles and analyze the diverse patterns of parenting.</i>	SO 5
7 The effects of stress, trauma, and transitions on children and families	Introduce stress, trauma, and transitions	CO 6	<p><i>*Read this brief article and have the students take the embedded ACES quiz.</i> https://www.npr.org/sections/healthshots/2015/03/02/387007941/take-theace-quiz-and-learn-what-it-does-anddoesnt-mean</p> <p><i>*Research “How stress affects children” to gather material for presentation.</i></p>	
8 Continued: The effects of stress, trauma, and transitions on children and families	*Presentations on stress	SO 6		
9				
10 Strategies for working and communicating with families of all children, including those with disabilities, developmental delays, language and/or cultural differences.	*Explore the Family Engagement Inventory, https://www.childwelfare.gov/FEI/practice-strategies/ Expand each category on the website and have small groups review and evaluate the strategies.	CO 7	<i>*Evaluate strategies using the rubrics found at https://www.aps.edu/familyengagement-collaborative/documents/family-engagement-best-practicesrubric-with-action-plan or another assessment tool.</i>	SO 7
11 The Ethics of working with families.	Introduce and explore the NAEYC code of Ethical Conduct with particular attention to our responsibilities to Families.	CO 8	<i>*Using NAEYC’s Teaching the Code, have students find the principle that explains what the right thing is to do for some of the ethical dilemmas referenced in the book.</i>	SO 8
12				
13 Community resource opportunities to support all children and families			<i>*Create a file of community agencies, businesses, and other resources to support families of all children making sure to include specific resources for families of children with developmental delays, disabilities, language and/or cultural differences.</i>	SO 9

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | CHILDREN, FAMILIES, & COMMUNITIES | ECED 2375

DATE	TOPIC AND LEARNING ACTIVITY	ALIGNMENT WITH COURSE OBJECTIVES	ASSIGNMENTS	ALIGNMENT WITH STUDENT OUTCOMES
14 <small>The importance of advocacy with and for families.</small>	Introduce advocacy and CPAC https://cpacinc.org/programs.aspx	CO 10	<i>*Review the content of this link: https://www.naeyc.org/get-involved/advocate and attend a local educational meeting.</i>	SO 10
15				
16 <small>Review and Reflections</small>				

**Key Experience.*