



CASA Advocate Educational Advocacy Examples

<i>Children Birth to 3 years old</i>	
Advocacy: Social-Emotional, Physical Development and Health, Language Development, Communication and Literacy, Cognitive Development	
Service Type:	Examples:
Learning Through Play	<p>Encourage and observe positive attachment with guardian such as holding, rocking, singing, and making eye-contact.</p> <p>Provide Legos, blocks, balls, pots, pans, any age-appropriate household item deemed safe for age appropriate play.</p> <p>Connect child to a community play time or story-time to assess the level of fine motor and gross motor skills.</p> <p>Identify ability to listen to a story read to them. Identify favorite activities, stories, books hands on manipulatives. Observe negative or positive response to activities. Participate and facilitate play by interacting with the child and guardian in the following ways: Provide time to play with puzzles, throwing and catching a ball or rolling a ball back and forth, building with blocks etc.</p>
Literacy	<p>Introduce age appropriate books to the child. Encourage guardian to read to them once or more a day. Encourage the child to touch the book look at the pictures and turn the pages. Suggest and encourage the guardian take the child to local library and enroll in a reading program.</p>

Early Child Education	Provide the guardian with resources available for early childhood screening to assess school readiness. Enroll the child in part-time pre-school by providing resources and appropriate connections.
Early Intervention Assessments	Discuss all available options with the guardian, Social Worker, Case Worker or referring the child to EI. Lead regular and consistent discussions with advocates, guardian, Social Worker and Case Worker. Follow up by addressing concerns.
<i>Students Preschool to Kindergarten Enrollment Age</i>	
Advocacy:	
Social-Emotional, Physical Development and Health, Language Development, Communication and Literacy, Cognitive Development	
Service Type:	Examples:
Learning Through Play	Encourage interactive play utilizing fine motor and gross motor activities. Provide blocks, Legos, pots, pans, any age-appropriate household item deemed safe for child exploration, connecting child to a community play time or story-time. Participate and interact with the child and guardian in the following ways: Demonstrate with age appropriate puzzles. Color and draw or scribble with the child
Preschool Screening or Kindergarten Readiness Assessment	Refer and advocate for the child to be enrolled in a local district early childhood program. Introduce music and physical play, running, jumping, hopping etc.
Preschool for All (PFA)	Refer and advocate for the child to be enrolled in a local PFA program or Head Start.
Child Care Assistance Program for Working Families or CCAP	Contact local day care provider and/or connect provider with guardian to increase and encourage additional opportunities for social interaction with other children.
School District Contact	Establish open lines of communication to a school district staff member such as teacher, counselor, school psychologist, social worker or principal regarding the child. Obtain permission from all parties to be able to review all evaluations, report cards or transcripts.
Remote Learning	Address challenges with any of the following materials needed for the child to achieve successful learning outcomes through remote learning; Chromebook, laptop, PC, access to WiFi, remote learning technical skills, remote learning coaches or monitors.

	Provide resources to assure child has all materials necessary and required.
Before and After School Program	Discuss options for before and after school care, in-school-YMCA, library or day care center. Identify or connecting with early childhood centers, elementary, middle school, high school programs or community based before and after school programs.
Transportation	Coordinate discussion between all parties involved and resolve all barriers for transportation. Discuss and resolve issues regarding transportation services to any educational support services.
<i>Students 1st Grade to 5th Grade</i>	
Advocacy: Social-Emotional, Physical Development and Health, Language Development, Communication and Literacy, Cognitive Development	
Service Type:	Examples:
504 Plan	Enforce and allow extended time to complete assignments. Provide the entitlement and provision to take notes, outline and take untimed tests including a reduced number of questions at one time. Any additional accommodations needed by the child.
IEP	Discuss with guardian or school staff: extended time to complete assignments, provision of notes or outlines, untimed tests, reduced number of questions. Connect to audiologist or optometrist regarding concerns, for example: eyeglasses or hearing aids, headphones etc.
Accommodations	Discussion and agreement with child, guardian and educational staff that all accommodations will be enforced and provided by each teacher and support staff.
Tutoring	Advocate regular before and after school sessions with teacher, tutors in after-school program, volunteer tutors, or private tutor.
Before and After School Program	Discuss options for before and after school care, in-school-YMCA, library or day care center. Identify or connecting with early childhood centers, elementary, middle school, high school programs or community based before and after school programs.

Remote Learning	Address challenges with any of the following materials needed for the child to achieve successful learning outcomes through remote learning; Chromebook, laptop, PC, access to WiFi, remote learning technical skills, remote learning coaches or monitors. Provide resources to assure child has all materials necessary and required.
Transportation	Coordinate discussion between all parties involved and resolve all barriers for transportation. Discuss and resolve issues regarding transportation services to any educational support services.

<i>Students 6th Grade to 10th Grade</i>	
Advocacy: Social-Emotional, Physical Development and Health, Language Development, Communication and Literacy, Cognitive Development	
Service Type:	Examples:
504 Accommodations/Plan	Discuss with school staff enforcing extended time to complete assignments, provision of notes or outlines, untimed tests, reduced number of questions at a time for each test.
IEP Accommodations/Plan	Discuss with guardian or school staff: Enforcement of extended time to complete assignments, provision of notes or outlines, untimed tests, reduced number of questions at a time per test. Connect guardian to audiologist or optometrist regarding concerns: eyeglasses or hearing aids, headphones, etc.
Truancy	Obtain record of all excused and unexcused absences. Review and discuss with all participating in truancy hearings. Investigate and identify cause/s of excused and/or unexcused absences.
Tutoring	Advocate regular before and after school sessions with teacher, tutors in after-school program, volunteer tutors, or private tutor.
Career Awareness	Investigate how the school addresses career awareness. Connect with 7 th grade career fair at school or library, guest speakers, and webinars.

Remote Learning	Address challenges with any of the following materials needed for the child to achieve successful learning outcomes through remote learning; Chromebook, laptop, PC, access to WiFi, remote learning technical skills, remote learning coaches or monitors. Provide resources to assure child has all materials necessary and required.
ACT and SAT	Help with completing test registration, financial aid and aid with test prep.
Transportation	Coordinate discussion between all parties involved and resolve all barriers for transportation. Discuss and resolve issues regarding transportation services to any educational support services.
Students 11th Grade to 12th Grade	
Advocacy: Social-Emotional	
Service Type:	Examples:
Work Permit	Assist with application process.
Career Readiness	Connect with high school counselor to identify which career assessment is administered. Confirm permission from student and counselor to have access to results and recommendations for follow-up. Connect with Community College Career Guidance Department if High School does not administer any assessment or career guidance at all. Follow-up by arranging for student to be assessed at Community College.
Truancy	Discuss and communicate with all parties regarding unexcused absence, participating in truancy hearings. Investigate and identify possible reasons for absences. Develop an intervention plan and student support to attend school regularly.
Tutoring	Arrange and encourage before and after school sessions with teacher, tutors in after-school program, volunteer tutors, private tutor.
ACT and SAT	Assist with registration application, fees, and test prep tutoring.
FAFSA, Scholarships	Connect student to school counselor for support in completion of applications. Research additional scholarship opportunities.

Post-Secondary Education	Explore and research 2 year/ 4 year or apprenticeship programs for a seamless transition. Review requirements for admission with student. Re-examine and evaluate with student: College Board, Naviance, applications, fees, etc. military recruitment, job skills training, trade school applications.
Job Placement/Job Readiness	Introduce and reinforce the value of job placement skills; How to get a job and how to keep a job: transportation, resume, writing, interviewing skills etc. Inform student most employers require Drug testing.
School to Work Readiness	Explain options available are a Career and Technical or Vocation School, 2-year Community College, 4-year College. Reinforce all options lead to success.
<i>Post-Secondary Education and School to Work Support</i>	
Advocacy: Social-Emotional	
Service Type:	Examples:
Career Readiness	Connecting to local community colleges career centers which includes interest inventory, aptitude and skills assessment. Connecting to county workforce development office for job placement resources, assessments and training.
Job Placement/Job Readiness	Introduce and reinforce the value of job placement skills; How to get a job and how to keep a job: transportation, resume, writing, interviewing skills etc. Inform student most employers require Drug testing.
Post-Secondary Education	Explore and research 2 year/ 4 year or apprenticeship programs for a seamless transition. Review requirements for admission with student. Re-examine and evaluate with student: College Board, Naviance, applications, fees, military recruitment, job skills training, trade school applications.

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