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ECE 210

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Advocacy Project

The impact of poverty on one domain (cognitive development) on young children.

One of the main factors in the lack of education is poverty affecting as well the cognitive development of young children. In New York City, many parents are low-wage or self-employed, which is difficult for them to pay for quality ECE programs since those programs are expensive. ECE programs guarantee more than 50% of children develop brain between birth and 3 years of age. When children do not attend ECE programs they are more likely to repeat a grade, be expelled or suspended from school, or drop out of school. Thus affecting the family, the community, and themselves, without having motivations to continue and give another direction to their life, finishing high school and continuing with the college to have a better life and thus be able to provide good economic stability to their family, as well to their future children.

This issue needs to be addressed now because offering quality ECE programs to low-income children for free ensures them a healthy development both cognitive and emotional. The problem is greatest when low-income parents find it difficult to provide intellectually stimulating facilities such as toys, books, adequate childcare, or early childhood education that are essential for children's cognitive development. The intervention is needed as soon as possible to avoid negative consequences. Children should be at least 0-3 years old to prevent difficulties focusing in school, problems with speech, or learning. ECE is a fundamental stage in children's cognitive development. In addition, when these children do not have the opportunity to receive

value and quality education, they tend to be the ones who repeat the same story with their future children, so education should be a right and should be free for all children to avoid negative consequences.

My target audience is friends, family, government, school officials, and community members because they are the ones who can help me and have the opportunity to propose a law and make early childhood programs free for all children as a human right. First, I will let them know what consequences and issues can happen when children do not attend quality ECE programs, when children live in poor conditions, and when children do not receive proper alimention. Then after letting them know that, I will do my best to convince them that ECE programs should be a human right for all children. If low-income parents receive quality child care for their children, then their children's development will improve. Overall, by helping parents and children reach their full potential, we are helping generations to achieve economic growth to escape poverty. What I will do is volunteer to be a mentor, classroom assistant, donate to an organization that serves children in poverty, tutor children in need, donate to food banks, donate clothes, and even toys that help with cognitive development. I will do whatever I can to ensure that all children receive a proper education because it is difficult to learn when you are hungry

Children—Socioeconomic Class and Equity

https://www.academia.edu/1400714/Children_Socioeconomic_Class_and_Equity_NAEYC_Diveristy_and_Equity_Forum_Young_Children

For many families it is very difficult to pay for quality education for their children, afford healthy food, live in non-toxic neighborhoods, among others, these deficiencies affect the

children's development. Children learn from a young age about class and socioeconomic status, so these make children think about how they live, how they dress, how they speak, how they behave, what they have, and what they own. What teachers must do to prevent delays in the development of children due to poverty is to look for places close to the community where these families can obtain support either by receiving quality food, clothing, or health services. Teachers must learn what each family needs and be flexible about schedules to help them participate in the classroom, conferences, meetings, and try to meet the families' requirements. This supports my topic because children living in poverty suffer in many ways, so teachers may have more opportunities to help those children and their families.

Children in Poverty – Poverty and its Effects on Children

<https://www.all4kids.org/news/blog/poverty-and-its-effects-on-children/>

Children living in poverty experience a variety of risks. Low-income households and poverty directly affect children's cognitive development. Poverty affects brain development and also children's ability to be successful in school. Low-income children are more likely to live in impoverished neighborhoods, these types of neighborhoods tend to have social and behavioral problems. Poor children tend to be surrounded by violence, crime, and are the ones who attend school with the least chance of success or of dropping out.

This supports my topic because if teachers provide the appropriate tools for parents and poor families in need, children will have a better chance of lifting themselves out of poverty and being successful as adults.

How Poverty Affects Behavior and Academic Performance

<http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>

Young children require healthy learning for brain development otherwise, it leads to poor behavior and school performance. Children raised in poverty are much less likely to have loving and supportive caregivers, the human brain senses the environment, be it positive or negative. Poor children do not have the opportunity to have unconditional love or good parenting full of good values such as empathy towards others, due to the long working hours of their parents, so these things can cause misbehavior in children. The relationships that teachers and caregivers establish with students motivate students to achieve their goals and their academic performance. When poor children feel loved and accepted, they do better in life. The cognitive stimulation that parents provide in early childhood is critical and, as we have seen, poor children receive less, which is one of the things that causes underdeveloped cognitive, social, and emotional problems. This supports my topic because it explains the variety of risks poor children have; providing love, support and school knowledge to low-income children will impact them in a positive way. These 3 articles explain the importance of a quality children's education, the importance of family company, love, and also healthy nourishment. It is difficult to learn when you are hungry and you do not feel support from anyone.

Small Advocacy

First, I will let school officials, the department of education, and community members know what consequences and issues can happen when children do not attend quality ECE programs, when children live in poor conditions, and when children do not receive proper alimentation. For example, If children do not have the opportunity to attend ECE programs, it will affect them by either having academic problems or being expelled, suspended from school, or more likely to drop out of school. Then after letting them know that, I will do my best to convince those people

who can help me convince others such as the government that ECE programs should be a human right for all children.

Large Advocacy

Second, we all must let the government know that If low-income parents receive quality child care for their children, then their children's development will improve. Overall, by helping parents and children reach their full potential, we are helping generations to achieve economic growth to escape poverty. What I will do is volunteer to be a mentor, classroom assistant, donate to an organization that serves children in poverty, tutor children in need, donate to food banks, donate clothes, and even toys that help with cognitive development. I will do whatever I can to ensure that all children receive a proper education and life because it is difficult to learn when you are hungry.

Fighting hunger and providing ECE quality programs for free will make a big difference in our children and as well as their families. I am advocating for an intervention/change that ECE programs should be free for all children as a human right to prevent future issues. The intervention is needed as soon as possible to avoid negative consequences. Children should be at least 0-3 years old to prevent difficulties focusing in school, problems with speech, or learning.

ECE is a fundamental stage in children's cognitive development.