

How you organize and structure the paper is flexible, but I can suggest the following organization:

1. Problem Statement, including a statement of purpose with goals to achieve (approx.. 500 words).
2. Program Description and Design (approx. 1,500 words, plus perhaps a table, figure, chart, photograph or two).
3. Theory into Practice, explain how the program you propose is evidence-based and consistent with research/policy (approx. 1,000 words).
4. Assessment Component, explain the data you will collect to evaluate the success/failure of your program (approx. 500 words).
5. Conclusion (approx. 1 paragraph, 150 words).
6. References (approx. 10 citations).

The project will be an essay (a paper). When completed, the project will be evaluated based on your demonstration of the six criteria identified below and on the rubric shows on the text page. The five grading categories: outstanding, strong, good, basic, and unacceptable. In creating and developing your program, you will need to address the following:

1. Problem/Opportunity. Clearly identify the problem to solve and/or the opportunity to be realized. If your problem/opportunity is clear and important, then the program's goals or "mission" (or purpose) will also be clear. Not only should be problem/opportunity be clear, it should also be important and worth doing—to the school, to families, and to the community.

2. Theory into Practice. The program should be guided by theory, research, and empirical evidence. If you are proposing an intervention, then explain why you think it will work/produce its intended benefits (e.g., improve well-being, relationships). Consider linking the design of your program to some of the research from the first half of the unit (Modules 1 and 2).

3. Program Description and Design. Lay out your proposed program. Explain what it is, what events and activities will occur. The program works best if it feels complete and comprehensive (i.e., it addressed everything that needs to be addressed) and if someone who reads your program description could implement it in their school (by following your program description and design).

4. Assessment. How will you evaluate the quality of your program? How will you know whether your program, if implemented, achieved its intended goals/objectives? What data or evidence will you collect to show your program works, produces benefits, and solve the problem it was design to solve? How will we know that your program promotes engagement, well-being, learning, and high-quality relationships?

5. Originality. Is this your plan, or is the plan someone else's program that you are just copying?

6. Quality of Writing.



Originality (10%) Demonstrates creativity and personalization.	Outstanding expression of personal interests and occupational aspirations.	Strong expression of personal interests and occupational aspirations.	Good expression of personal interests and occupational aspirations.	Basic expression of personal interests and occupational aspirations.	No expression of personal interests and occupational aspirations.
Writing Quality (10%) Clear. Well organized. Strong sentences/paragraphs/sections. Convincing. Persuasive.	Outstanding academic writing, grammar/spelling, APA referencing style. Highly convincing. Highly persuasive.	Strong academic writing, grammar/spelling, APA referencing style. Mostly convincing. Mostly persuasive.	Good academic writing, grammar/spelling, APA referencing style. Somewhat convincing, somewhat persuasive.	Basic (Some errors) in academic writing, grammar/spelling, APA referencing style. Unconvincing.Unpersuasive.	Major errors in academic writing, grammar/spelling, APA referencing style. Not at all convincing. Not at all persuasive.

	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PA)	Fail (NN)
Criteria	Outstanding quality of performance. Demonstrated an exceptionally high standard of learning achievement.	Strong quality of performance. Demonstrated a high standard of learning achievement.	Good quality of performance. Demonstrated a sound standard of learning achievement.	Basic quality of performance. Demonstrated an acceptable standard of learning achievement.	Poor quality of performance. Demonstrated an unacceptable standard of learning achievement.
Problem/Opportunity Statement (10%) Articulates problem to solve or opportunity to realize. Clear, important goals, objectives, sense of purpose.	Outstanding problem statement. Very important. Very clear goals, objectives, sense of purpose/mission.	Strong problem statement. Important. Clear goals, objectives, sense of purpose.	Good problem statement. Somewhat important. General goals, objectives, sense of purpose.	Basic problem statement. Basic goal or objective.	Poor problem statement. Not at all clear why this program is needed.
Theory into Practice (20%) Articulates how theory, evidence, research, and policy will be translated into a practical, effective program.	Outstanding translation of theory into practice. Outstanding use, coverage, and translation of theory, research, and policy.	Strong translation of theory into practice. Strong use, coverage, and translation of theory, research, and policy.	Good translation of theory into practice. Good use, coverage, and translation of theory, research, and policy.	Basic translation of theory into practice. Basic use, coverage, and translation of theory, research, and policy.	Poor translation of theory into practice. Contractions or inconsistencies with theory, research, or policy.
Program Design (40%) Lays out program step-by-step. Identifies events and activities. Is inclusive with collaborative family and community partnerships.	Outstanding program design. Principal and families who read the proposal would say: Outstanding!	Strong program design. Principal and families who read the proposal would say: Very Good!	Good program design. Principal and families who read the proposal would say: Good!	Basic program design. Principal and families who read the proposal would say: Okay.	Poor program design. Principal and families who read the proposal would say: No Thanks.
Assessment (10%) Demonstrates a plan to evaluate the program's success/failure.	Outstanding assessment criteria for all stakeholders. Outstanding accountability.	Strong assessment criteria for most stakeholders. Strong accountability.	Good assessment criteria for some stakeholders. Good accountability.	Basic assessment criteria for some stakeholders. Basic accountability.	No assessment criteria for any stakeholders. Poor accountability.