



MILKEN CENTER
for ADVANCING the
AMERICAN DREAM



I, TOO, AM THE DREAM CONTEST

All entries must be submitted at caad.submittable.com by **3:00pm (EST) on September 21, 2020** to be eligible for judging. The Milken Center for Advancing the American Dream is not responsible for late, misdirected, illegible, or incomplete submissions.

Eligibility

The contest is open to rising United States high school seniors in 2020-21 school year, including students attending public, private, parochial, or home schools in any of the fifty states, the District of Columbia, or the U.S. territories, and attending U.S. schools overseas.

Employees and affiliates of the Milken Center for Advancing the American Dream, the Milken Institute, and the Milken Family Foundation are not eligible to participate.

Submission

- Entries must be submitted online at caad.submittable.com
- Submissions will be accepted beginning **June 2, 2020** until **September 21, 2020** at 3:00pm (EST).

Prizes & Benefits

Two winners each receive:

- A \$5,000 cash award.
- A mentor to provide consultation, guidance and counsel for their senior year and beyond.
- Professional coaching to create a video of their submission.
- An invitation to Washington, DC for the opening of the Milken Center for Advancing the American Dream for them and their families.

Winners and 15 finalists will receive:

- The opportunity to serve on panels and meet with education leaders to discuss their submission about advancing the American Dream.

Winners and 15 finalists will have their submissions featured on the Center's website and publications, and in its Visitor Center when open.

Requirements

- Submissions must be written and may be in the form of an essay, poem, spoken word, or short story.
- Submissions must be the original work of the student.
- Submissions can be no more than 1,000 words. Citations and bibliography are not included in the word count.
- One submission per student only.

Publishing & Publicity

By entering, you agree that your submission will become the property of the Milken Center for Advancing the American Dream and will not be returned. The Milken Center for Advancing the American Dream reserves the right to print, display and publicize all submissions and photographs of the contest winners.

Criteria for Judging

A team of judges will evaluate the submissions against a standardized rubric, which aims to help anchor the subjective interpretations of judges, and emotional impact of submissions, in a common language. Judges will grade submissions in the following five categories equally:

- **Development & Communication of Ideas**
- **Perspective & Voice**
- **Originality & Quality of Ideas**
- **Inclusive & Compelling Call to Action**
- **Overall Impact**

Decisions of the I, Too, Am the Dream Contest judges are final. Finalists will be announced by October 26, 2020 and winners will be notified by email by October 29, 2020.





I, Too, Am the Dream Contest Rubric
The purpose of the I, Too, Am the Dream Contest is two-fold: 1) ENGAGE high school students in describing dynamic stories that have propelled themselves and others to pursue and achieve their own American Dream; 2) Empower students to REIMAGINE an inclusive and evolving vision of opportunity and access and drive a bold national conversation to ADVANCE and grow the American Dream for themselves and others, now and into the future.

	Development & Communication of Ideas	Perspective & Voice	Originality & Quality of Ideas	Inclusive & Compelling Call to Action	Overall Impact
Exceptional 7	<ul style="list-style-type: none"> Clearly and purposefully responds to the whole prompt Logically and effectively organized with clear progression and profound analysis of thought that builds to a compelling conclusion Rhetorical choices in essay, spoken word, poetry enhance the communication of ideas Cites and builds upon ideas of others 	<ul style="list-style-type: none"> Compellingly and creatively amplifies dynamic stories that have propelled their reimagining of the American Dream Author's voice advances unique perspective on the American Dream Effectively integrates other perspectives of the American Dream from the past or present Vividly paints a vision for the Dream for future generations 	<ul style="list-style-type: none"> Meaningfully develops ideas that challenges the readers to engage the dynamic tension inherent in the American Dream Thoughtfully and purposefully integrates stories and original ideas that advances their vision of the Dream Reimagines an inclusive and evolving vision of opportunity and access 	<ul style="list-style-type: none"> Amplifies and celebrates the diverse contributions of others in securing the American Dream Elevates traditionally marginalized voices or perspectives Compellingly articulates a personal call to action, while challenging others to rise to the call as well Demonstrates the potential to evoke a bold national conversation about a more inclusive and accessible vision of the American Dream 	<p>The submission <i>may</i> evoke the following reactions in the reader:</p> <ul style="list-style-type: none"> Profound and memorable Challenged my own understanding Resonates with others
6	<p><i>All Elements of 5 and Partial 7 Evident</i></p> <ul style="list-style-type: none"> Completely responds to the prompt Logically organized with clear progression and analysis of thought that builds to a conclusion Rhetorical choices in essay, spoken word, poetry support the communication of ideas of others 	<p><i>All Elements of 5 and Partial 7 Evident</i></p> <ul style="list-style-type: none"> Clearly connects how their vision for the American Dream draws from their own experience or the experiences of others Integrates how their vision compares to other interpretations of the American Dream Either makes historical references or acknowledges others' contributions Describes how their vision has evolved over time and/or has a clear vision for the Dream for future generations 	<p><i>All Elements of 5 and Partial 7 Evident</i></p> <ul style="list-style-type: none"> Integrates stories and original ideas that illuminate their vision of the Dream Explores dynamic tension inherent in the American Dream and acknowledges ways the Dream is not yet fulfilled for all Articulates a vision that balances both aspiration and solution-orientation 	<p><i>All Elements of 5 and Partial 7 Evident</i></p> <ul style="list-style-type: none"> Overly acknowledges the diverse contributions of others in securing the American Dream Introduces or integrates traditionally marginalized voices or perspectives Clearly articulates a personal call to action Aspirational and inspirational in tone, inviting others to also act 	<p>The submission <i>may</i> evoke the following reactions in the reader:</p> <ul style="list-style-type: none"> Meaningful pause Thought-provoking Compelling
Representative 5	<ul style="list-style-type: none"> Rhetorical choices in essay, spoken word, poetry support the communication of ideas of others 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> Articulates a vision for the American Dream but does not describe how their vision has developed or evolved References multiple interpretations of the Dream, but does not connect these perspectives to their own Limited historical references or acknowledgment of others' contributions 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> Casually acknowledges a tension in the realization of the American Dream Limited incorporation of stories and original ideas that illuminate their vision of the Dream Articulates a vision without indication of ways to advance the Dream for themselves or future generations Presents ideas of the Dream that reinforces the status quo without exploration of the inherent dynamic tensions 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> May reference diverse historical contributions that built the American Dream Cites a personal call to action, but the call is underdeveloped Focuses on academic reasons for action and focuses on literal invitation to others 	<p>The submission <i>may</i> evoke the following reactions in the reader:</p> <ul style="list-style-type: none"> Inviting Earnest Hopewell, yet limited
4	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> Responds to the prompt Underdeveloped organization that leads to a simple conclusion. Rhetorical choices in essay, spoken word, poetry communicate ideas, though there may be some lack of clarity Alludes to, but may not, provide attributions to ideas of others 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> Articulates a vision for the American Dream but does not describe how their vision has developed or evolved References multiple interpretations of the Dream, but does not connect these perspectives to their own Limited historical references or acknowledgment of others' contributions 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> Casually acknowledges a tension in the realization of the American Dream Limited incorporation of stories and original ideas that illuminate their vision of the Dream Articulates a vision without indication of ways to advance the Dream for themselves or future generations Presents ideas of the Dream that reinforces the status quo without exploration of the inherent dynamic tensions 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> May reference diverse historical contributions that built the American Dream Cites a personal call to action, but the call is underdeveloped Focuses on academic reasons for action and focuses on literal invitation to others 	<p>The submission <i>may</i> evoke the following reactions in the reader:</p> <ul style="list-style-type: none"> Inviting Earnest Hopewell, yet limited
Approaching 3	<ul style="list-style-type: none"> Underdeveloped organization that leads to a simple conclusion. Rhetorical choices in essay, spoken word, poetry communicate ideas, though there may be some lack of clarity Alludes to, but may not, provide attributions to ideas of others 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> Articulates a vision for the American Dream but does not describe how their vision has developed or evolved References multiple interpretations of the Dream, but does not connect these perspectives to their own Limited historical references or acknowledgment of others' contributions 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> Casually acknowledges a tension in the realization of the American Dream Limited incorporation of stories and original ideas that illuminate their vision of the Dream Articulates a vision without indication of ways to advance the Dream for themselves or future generations Presents ideas of the Dream that reinforces the status quo without exploration of the inherent dynamic tensions 	<p><i>All Elements of 3 and Partial 5 Evident</i></p> <ul style="list-style-type: none"> May reference diverse historical contributions that built the American Dream Cites a personal call to action, but the call is underdeveloped Focuses on academic reasons for action and focuses on literal invitation to others 	<p>The submission <i>may</i> evoke the following reactions in the reader:</p> <ul style="list-style-type: none"> Inviting Earnest Hopewell, yet limited
2	<p><i>All Elements of 1 and Partial 3 Evident</i></p> <ul style="list-style-type: none"> Partially or superficially responds to the prompt Disorganized or confusing progression of thought Stylistic choices in essay, spoken word, poetry do not effectively communicate ideas Lacks citations or attributions to the ideas of others 	<p><i>All Elements of 1 and Partial 3 Evident</i></p> <ul style="list-style-type: none"> Describes their American Dream and may make reference to other interpretations but there is no integration of the impact of others on their vision and/or how their vision was formed. 	<p><i>All Elements of 1 and Partial 3 Evident</i></p> <ul style="list-style-type: none"> Presents a depersonalized American Dream that integrates the stories and interpretations of others without clear presentation of their personal vision. 	<p><i>All Elements of 1 and Partial 3 Evident</i></p> <ul style="list-style-type: none"> Implies or suggests that the American Dream is built on historical contributions of others References the need for action, but does not indicate a personal commitment to act Attempts to inspire action in others remain unclear or undeveloped 	<p>The submission <i>may</i> evoke the following reactions in the reader:</p> <ul style="list-style-type: none"> More of the same Academic treatment Traditional
Emerging 1	<ul style="list-style-type: none"> Partially or superficially responds to the prompt Disorganized or confusing progression of thought Stylistic choices in essay, spoken word, poetry do not effectively communicate ideas Lacks citations or attributions to the ideas of others 	<p><i>All Elements of 1 and Partial 3 Evident</i></p> <ul style="list-style-type: none"> Describes their American Dream and may make reference to other interpretations but there is no integration of the impact of others on their vision and/or how their vision was formed. 	<p><i>All Elements of 1 and Partial 3 Evident</i></p> <ul style="list-style-type: none"> Presents a depersonalized American Dream that integrates the stories and interpretations of others without clear presentation of their personal vision. 	<p><i>All Elements of 1 and Partial 3 Evident</i></p> <ul style="list-style-type: none"> Implies or suggests that the American Dream is built on historical contributions of others References the need for action, but does not indicate a personal commitment to act Attempts to inspire action in others remain unclear or undeveloped 	<p>The submission <i>may</i> evoke the following reactions in the reader:</p> <ul style="list-style-type: none"> More of the same Academic treatment Traditional

Total Score (35): ____ / 35

The rubric is designed to help anchor the subjective interpretations of judges, and emotional impact of submissions, in a common language. It seeks to amplify the diversity of voices and perspectives that enrich interpretations of the American Dream, while acknowledging that one's own experience of the Dream can shape his/her interpretation of another's experience. This rubric seeks to celebrate that subjectivity, recognizing that the American Dream sparks hope that amplifies the academic and national conversation.