SAYD Advocacy and Policy Assessment (Levels 2-4)
Advocating for School-Age and Youth Project

SAYD Competencies	AP1: Ensures that the rights of SAY are promoted and upheld, AP2: Recognizes implications of public policy and advocacy with regard to professional practice, AP3: Advocates with and on behalf of SAY, with peers, colleagues, and other stakeholders, AP4: Assumes a leadership role when advocating SAY rights, and AP5: Utilizes experience, knowledge, and research to plan and lead change and advocacy through collaborative partnerships for SAY and families.
Original Gateways SAYD Benchmarks	2-4F40, 2-4I1, 2-4I2, 2-4I3, 2-4I4, 2-4I5, 2-4I6, 2-4I7, 2-4I8, 2-4I9, 2-4I10, 2-4I11, 2-4I12, 2-4I13, 2-4I14, 2-4I15, 2-4I16, 2-4I17, 2-4I18, 2-4I19, 5I3, 5I24, 5I25, 5I26, 5I27, 5I28, 5I29, 5I30, 5I31
IPTS	3E, 3F, 3N, 4J, 5G, 5K, 6G, 8B, 9A, 9B, 9D, 9E, 9K, 9L, 9M, 10C, 10G, 11E, 11L, 11N
NAA	1, 2, 3, 5, 7, 14, 17, 23, 24, 25, 28
COA	3.01, 3.02, 3.04, 4.04, 5.04, 5.05, 5.07, 10.01, 10.02, 11.01-11.04, 13.01
ACT Now	16.2, 18.1-18.6, 19.1, 20.2-20.4, 21.1, 21.2, 22.1-22.4, 28.1, 28.2

Assessment Guidelines

In this assessment, you will be adopting the role of a school-age and youth program director. Your assessment has two parts. In Part 1, you will be developing processes that are supportive of pressing challenges impacting school-age youth in your program and community. In Part 2 of your assessment, you will develop an advocacy campaign. You are responsible for researching a pressing issue facing school-age and youth, and then presenting an overview of your advocacy campaign components.

Part 1: Advocacy Processes
Part 1 of your assessment requires the development of advocacy processes within your school-age and youth program. Create an overview of essential policies, responding to each of the following:

Program Infrastructure:
- How you will work to create a supportive environment within your program, addressing acts of bias and aggression amongst peers.
- Strategies you will used to ensure that your program is legal, ethical, and protective of confidentiality.

Partnership Strategies:
- Strategies that you will use to effectively collaborate with others around targeted advocacy issues.
- Strategies you will use to engage the larger community in support of school-age and youth.

School-Age and Youth Self-Advocacy Strategies:
- Practices you will utilize, including formal and informal education opportunities, to support youth in becoming educated about issues that impact them.

- Strategies you will use to support youth activism, participation, empowerment, and civic engagement around issues that are relevant to them.

Part 2: Advocacy Campaign
In part two of your assessment, you will be researching an issue of your choice that influences school-age and youth. Respond to each of the following:

Advocacy Issue Overview:
Provide an overview of the advocacy issue you have selected. Your overview is required to include:
- Current research on the issue
- Resources and strategies that have been used to address the issue historically

Based on your understanding of the issue you explored, develop three action steps that will impact the selected issue. Provide a rationale for each action step identified.

Action Steps and Rationale:
1.
2.
3.

Outline engagement strategies with stakeholders by responding to the following:

- Outline how you will communicate your selected issue to colleagues, families, volunteers, and youth.

Assessment Rubric (pulled from SAYD Master Rubrics)

SAYD Advocacy & Policy Assessment (Levels 2-4): Advocating for School-Age and Youth Project Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD AP1: Ensures that the rights of SAY are promoted and upheld. **SAYD**: 2-4I1, 2-4I2, 2-4I3, 2-4I4, 5I3 **NAA**: 1, 2, 5, 7, 17 **IPTS**: 3E, 3F, 3N, 5G, 5K **COA**: 3.01, 3.02, 4.04, 5.04, 5.05, 5.07, 10.01, 13.01 **ACT Now**: 16.2, 20.4, 21.2, 28.1, 28.2	Recognizes school-age and youth rights as a set of philosophies intended to enhance civil rights for young people, challenging oppression that accompanies adultism, ageism, and fear of young people Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions. Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment Uses research and policy to support rights.	Recognizes school-age and youth rights as a set of philosophies intended to enhance civil rights for young people, challenging oppression that accompanies adultism, ageism, and fear of young people Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions. Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment.	Recognizes the importance of school-age and youth rights. Identifies comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions. Identifies components of a culturally sensitive vision of practice to support school-age and youth empowerment	Fails to recognizes the importance of school-age and youth rights. Engages in comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions. Identifies components of a culturally sensitive vision of practice to support school-age and youth empowerment	

SAYD Advocacy & Policy Assessment (Levels 2-4): Advocating for School-Age and Youth Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
SAYD AP2: Recognizes implications of public policy and advocacy with regard to professional practice. **SAYD**: 2-4F40, 2-4I5, 2-4I6, 2-4I7, 2-4I8 **NAA**: 23, 24, 25 **IPTS**: 9A, 9B, 9K, 11N **COA**: 10.02 **ACT Now**: 18.1-18.6, 20.2, 21.1	Recognizes school-age and youth rights as a set of philosophies intended to enhance civil rights for young people, challenging oppression that accompanies adultism, ageism, and fear of young people Constructively challenges comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion, and understands that a non-response condones the actions. Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment. Uses public policy and advocacy guidelines as a foundation of practice.	Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction. Contributes to creating a program budget, when appropriate. Follows agency, legal and fiduciary policies and procedures and documentation strategies for adults working in the program (e.g. background checks).	Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft. Identifies factors that comprise a program budget. Follows agency, legal and fiduciary policies and procedures.	Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft in an inconsistent manner. Identifies irrelevant factors that comprise a program budget. Does not comply with agency, legal and fiduciary policies and procedures.	
SAYD AP3: Advocates with and on behalf of SAY, with peers, colleagues, and other stakeholders. **SAYD**: 2-4I17, 2-4I18, 2-4I19 **NAA**: 7, 24, 25 **IPTS**: 9A, 10G, 11E, 11N	Communicates knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth. Joins with others (e.g. colleagues, organizations, and school-age and youth) to advocate for school-age and	Communicates knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth. Joins with others (e.g. colleagues, organizations, and school-age and youth) to advocate for school-age and	Communicates partial knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth. Identifies partners (e.g. colleagues, organizations, and school-age and youth) for advocating for school-age and	Communicates a lack of knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth. Identifies irrelevant partners (e.g. colleagues, organizations, and school-	

SAYD Advocacy & Policy Assessment (Levels 2-4): Advocating for School-Age and Youth Project Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
COA: n/a **ACT Now**: n/a	youth's rights in the community. Uses research as a foundation for advocacy efforts.	youth's rights in the community.	youth's rights in the community.	age and youth) for advocating for school-age and youth's rights in the community.	
SAYD AP4: Assumes a leadership role when advocating SAY rights. **SAYD**: 5I24, 5I25, 5I26, 5I27, 5I28, 5I29, 5I30, 5I31 **NAA**: 2, 3, 14, 25 **IPTS**: 4J, 5K, 6G, 9M, 11L, 11N **COA**: 3.02, 3.04, 11.02 **ACT Now**: 18.1, 18.2, 18.4- 18.6, 20.4, 21.2, 22.1-22.4	Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs. Creates formal and informal educational opportunities about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments). Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community. Identifies strategies to support others in developing a leadership role.	Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs. Creates formal and informal educational opportunities about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments). Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community.	Identifies opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs. Identifies opportunities for formal and informal educations about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments). Identifies work opportunities and needed skills of school-age and youth both within the organization and in the larger community.	Identifies inaccurate or inappropriate opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs. Identifies inaccurate or inappropriate opportunities for formal and informal educations about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments). Identifies inaccurate or inappropriate opportunities work opportunities and skills of school-age and youth both within the organization and in the larger community.	

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Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD AP5: Utilizes experience, knowledge, and research to plan and lead change and advocacy through collaborative partnerships for SAY and families. **SAYD**: 2-4I9, 2-4I10, 2-4I11, 2-4I12, 2-4I13, 2-4I14, 2-4I15, 2-4I16 **NAA**: 2, 25, 28 **IPTS**: 8B, 9A, 9D, 9E, 9L, 10C, 10E, 11N **COA**: 11.01-11.04 **ACT Now**: 19.1, 20.2, 20.3, 21.1, 22.1-22.4, 28.1	Reviews current research, information, and stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes. Compares a variety of tools that may be used to conduct a community strengths and needs assessment and advocate for SAY development and programming needs. Compiles and coordinates a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections. Identifies strategies to support others in planning and leading change.	Reviews current research, information, and stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes. Compares a variety of tools that may be used to conduct a community strengths and needs assessment and advocate for SAY development and programming needs. Compiles and coordinates a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.	Reviews current research, information, or stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes. Identifies a variety of tools that may be used to conduct a community strengths and needs assessment and advocate for SAY development and programming needs. Identifies a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.	Draws inaccurate conclusions regarding current research, information, or stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes. Identifies inappropriate tools for community strengths and needs assessment.	

Level 2—Yellow   Level 3—Green   Level 4—Orange