

## SAYD Advocacy & Policy Assessment (Levels 2-5) Advocating for School-Age and Youth Project

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| <b>SAYD Competencies</b>                 | <p><u>AP1</u>: Ensures that the rights of SAY are promoted and upheld,</p> <p><u>AP2</u>: Recognizes implications of public policy and advocacy with regard to professional practice,</p> <p><u>AP3</u>: Advocates with and on behalf of SAY, with peers, colleagues, and other stakeholders,</p> <p><u>AP4</u>: Assumes a leadership role when advocating SAY rights, and</p> <p><u>AP5</u>: Utilizes experience, knowledge, and research to plan and lead change and advocacy through collaborative partnerships for SAY and families</p> <p><u>AP6</u>: Creates strategies to monitor relevant public policies, laws, and trends to inform and educate stakeholders about issues and possible actions,</p> <p><u>AP7</u>: Utilizes self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity,</p> <p><u>AP8</u>: Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures,</p> <p><u>AP9</u>: Promotes and participates in collaborative advocacy practices that lead to positive change for youth and families.</p> |
| <b>Original Gateways SAYD Benchmarks</b> | 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, 5I1, 5I2, 5I3, 5I4, 5I5, 5I6, 5I7, 5I8, 5I9, 5I10, 5I11, 5I12, 5I13, 5I14, 5I15, 5I16, 5I17, 5I18, 5I19, 5I20, 5I21, 5I22, 5I23, 5I24, 5I25, 5I26, 5I27, 5I28, 5I29, 5I30, 5I31   |
| <b>IPTS</b>                              | 1A, 2A, 2G, 3E, 3F, 3N, 4J, 5G, 5K, 6G, 8B, 9A, 9B, 9C, 9D, 9E, 9K, 9L, 9M, 10C, 10E, 10G, 11D, 11E, 11J, 11L, 11N   |
| <b>NAA</b>                               | 1, 2, 3, 5, 7, 14, 17, 23, 24, 25, 28  |
| <b>COA</b>                               | 3.01, 3.02, 3.04, 4.04, 5.04, 5.05, 5.07, 10.01, 10.02, 11.01-11.04, 13.01   |
| <b>ACT Now</b>                           | 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 use to ensure that your program is legal, ethical, and protective of confidentiality.
- Programs, processes, policies, and procedures that are essential to include within your program to ensure school-age and youth rights are upheld.

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.

Personal Lens:

- How you will continue to develop yourself as an advocate, particularly in confronting and adjusting your perceptions and biases.

**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
- Factors that will influence the development of action steps, including lobbying parameters and current public policy and trends.

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.
- Describe how you will ensure community collaboration for your targeted advocacy issue

**Assessment Rubric (pulled from SAYD Master Rubrics)**

| <b>SAYD Advocacy &amp; Policy Assessment (Levels 2-5): Advocating for School-Age and Youth Project Rubric</b>  |   |   |   |   |                         |
|--|---|---|---|---|-------------------------|
| <b>Competency</b>  | <b>Distinguished</b>  | <b>Proficient</b>   | <b>Needs Improvement</b>  | <b>Unsatisfactory</b>   | <b>Unable to Assess</b> |
| <p><b>SAYD API:</b><br/>Ensures that the rights of SAY are promoted and upheld.</p> <p><b>SAYD:</b> 2-4I1, 2-4I2, 2-4I3, 2-4I4, 5I3</p> <p><b>NAA:</b> 1, 2, 5, 7, 17</p> <p><b>IPTS:</b> 3E, 3F, 3N, 5G, 5K</p> <p><b>COA:</b> 3.01, 3.02, 4.04, 5.04, 5.05, 5.07, 10.01, 13.01</p> <p><b>ACT Now:</b> 16.2, 20.4, 21.2, 28.1, 28.2</p> | <p>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</p> <p>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.</p> <p>Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment</p> <p>Uses research and policy to support rights.</p> | <p>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</p> <p>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.</p> <p>Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment.</p> | <p>Recognizes the importance of school-age and youth rights.</p> <p>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.</p> <p>Identifies components of a culturally sensitive vision of practice to support school-age and youth empowerment</p> | <p>Fails to recognize the importance of school-age and youth rights.</p> <p>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.</p> <p>Identifies components of a culturally sensitive vision of practice to support school-age and youth empowerment</p> |                         |

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| Competency   | Distinguished  | Proficient   | Needs Improvement   | Unsatisfactory  | Unable to Assess |
|--|--|--|---|---|------------------|
| <p><b>SAYD AP2:</b><br/>Recognizes implications of public policy and advocacy with regard to professional practice.</p> <p><b>SAYD:</b> 2-4F40, 2-4I5, 2-4I6, 2-4I7, 2-4I8</p> <p><b>NAA:</b> 23, 24, 25</p> <p><b>IPTS:</b> 9A, 9B, 9K, 11N</p> <p><b>COA:</b> 10.02</p> <p><b>ACT Now:</b> 18.1-18.6, 20.2, 21.1</p> | <p>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</p> <p>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.</p> <p>Employs practices and develops a culturally sensitive vision of practice to support school-age and youth empowerment.</p> <p>Uses public policy and advocacy guidelines as a foundation of practice.</p> | <p>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.</p> <p>Contributes to creating a program budget, when appropriate.</p> <p>Follows agency, legal and fiduciary policies and procedures and documentation strategies for adults working in the program (e.g. background checks).</p> | <p>Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft.</p> <p>Identifies factors that comprise a program budget.</p> <p>Follows agency, legal and fiduciary policies and procedures.</p> | <p>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.</p> <p>Identifies irrelevant factors that comprise a program budget.</p> <p>Does not comply with agency, legal and fiduciary policies and procedures.</p> |                  |

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| Competency   | Distinguished  | Proficient   | Needs Improvement   | Unsatisfactory  | Unable to Assess |
|--|--|--|---|---|------------------|
| <p><b><u>SAYD AP3:</u></b><br/>Advocates with and on behalf of SAY, with peers, colleagues, and other stakeholders.</p> <p><b>SAYD:</b> 2-4I17, 2-4I18, 2-4I19</p> <p><b>NAA:</b> 7, 24, 25</p> <p><b>IPTS:</b> 9A, 10G, 11E, 11N</p> <p><b>COA:</b> n/a</p> <p><b>ACT Now:</b> n/a</p>  | <p>Communicates knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Joins with others (e.g. colleagues, organizations, and school-age and youth) to advocate for school-age and youth's rights in the community.</p> <p>Uses research as a foundation for advocacy efforts.</p>   | <p>Communicates knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Joins with others (e.g. colleagues, organizations, and school-age and youth) to advocate for school-age and youth's rights in the community.</p>  | <p>Communicates partial knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Identifies partners (e.g. colleagues, organizations, and school-age and youth) for advocating for school-age and youth's rights in the community.</p>  | <p>Communicates a lack of knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Identifies irrelevant partners (e.g. colleagues, organizations, and school-age and youth) for advocating for school-age and youth's rights in the community.</p>   |                  |
| <p><b><u>SAYD AP4:</u></b><br/>Assumes a leadership role when advocating SAY rights.</p> <p><b>SAYD:</b> 5I24, 5I25, 5I26, 5I27, 5I28, 5I29, 5I30, 5I31</p> <p><b>NAA:</b> 2, 3, 14, 25</p> <p><b>IPTS:</b> 4J, 5K, 6G, 9M, 11L, 11N</p> <p><b>COA:</b> 3.02, 3.04, 11.02</p> <p><b>ACT Now:</b> 18.1, 18.2, 18.4- 18.6, 20.4, 21.2, 22.1-22.4</p> | <p>Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>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).</p> <p>Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community.</p> <p>Identifies strategies to support</p> | <p>Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>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).</p> <p>Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community.</p> | <p>Identifies opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>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).</p> <p>Identifies work opportunities and needed skills of school-age and youth both within the organization and in the larger community.</p> | <p>Identifies inaccurate or inappropriate opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>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).</p> <p>Identifies inaccurate or inappropriate opportunities work opportunities and skills of school-age and youth both</p> |                  |

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| Competency  | Distinguished   | Proficient   | Needs Improvement   | Unsatisfactory   | Unable to Assess |
|---|---|--|---|--|------------------|
|   | others in developing a leadership role.   |  |   | within the organization and in the larger community.   |                  |
| <p><b>SAYD AP5:</b><br/>Utilizes experience, knowledge, and research to plan and lead change and advocacy through collaborative partnerships for SAY and families.</p> <p><b>SAYD:</b> 2-4I9, 2-4I10, 2-4I11, 2-4I12, 2-4I13, 2-4I14, 2-4I15, 2-4I16</p> <p><b>NAA:</b> 2, 25, 28</p> <p><b>IPTS:</b> 8B, 9A, 9D, 9E, 9L, 10C, 10E, 11N</p> <p><b>COA:</b> 11.01-11.04</p> <p><b>ACT Now:</b> 19.1, 20.2, 20.3, 21.1, 22.1-22.4, 28.1</p> | <p>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.</p> <p>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.</p> <p>Compiles and coordinates a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.</p> <p>Identifies strategies to support others in planning and leading change.</p> | <p>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.</p> <p>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.</p> <p>Compiles and coordinates a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.</p> | <p>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.</p> <p>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.</p> <p>Identifies a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.</p> | <p>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.</p> <p>Identifies inappropriate tools for community strengths and needs assessment.</p> |                  |

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|---|---|--|---|---|------------------|
| <p><b>SAYD AP6:</b><br/>Creates strategies to monitor relevant public policies, laws, and trends to inform and educate stakeholders about issues and possible actions.</p> <p><b>SAYD:</b> 5I9, 5I10, 5I11, 5I12, 5I13</p> <p><b>NAA:</b> 24, 25</p> <p><b>IPTS:</b> 9A, 9L, 11J, 11N</p> <p><b>COA:</b> n/a</p> <p><b>ACT Now:</b> 20.2, 21.1</p>                | <p>Documents the impact of public policy and identifies avenues to influence public within the legal, ethical, and practical boundaries of school-age and youth development work.</p> <p>Considers historical public policy decisions and trends and creates strategies to monitor relevant public policies, laws, and trends to modify programming and inform and educate stakeholders about issues and possible actions.</p> <p>Identifies strategies to support others in their capacity to monitor public policies, laws, and trends.</p> | <p>Documents the impact of public policy and identifies avenues to influence public within the legal, ethical, and practical boundaries of school-age and youth development work.</p> <p>Considers historical public policy decisions and trends and creates strategies to monitor relevant public policies, laws, and trends to modify programming and inform and educate stakeholders about issues and possible actions.</p> | <p>Identifies the impact of public policy.</p> <p>Considers historical public policy decisions and trends and monitors relevant public policies, laws, and trends to modify programming.</p>  | <p>Incorrectly identifies the impact of public policy.</p> <p>Considers irrelevant historical public policy decisions and trends and fails to monitor relevant public policies, laws, and trends to modify programming.</p>   |                  |
| <p><b>SAYD AP7:</b><br/>Utilizes self-reflective strategies for confronting and adjusting one's own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p><b>SAYD:</b> 5I1, 5I2, 5I4</p> <p><b>NAA:</b> 1, 7</p> <p><b>IPTS:</b> 3E, 3F, 3N, 10E</p> <p><b>COA:</b> 13.01</p> <p><b>ACT Now:</b> n/a</p> | <p>Utilizes self-reflective strategies for confronting and adjusting one's own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Interprets &amp; facilitates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p> <p>Outlines how to support others in developing self-</p>   | <p>Utilizes self-reflective strategies for confronting and adjusting one's own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Interprets &amp; facilitates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p>  | <p>Identifies self-reflective strategies for confronting and adjusting one's own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Demonstrates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p> | <p>Identifies inappropriate self-reflective strategies for confronting and adjusting one's own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Demonstrates a lack of understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p> |                  |

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| Competency   | Distinguished  | Proficient   | Needs Improvement  | Unsatisfactory  | Unable to Assess |
|--|--|--|--|---|------------------|
|  | reflective strategies.   |  |  |   |                  |
| <p><b><u>SAYD AP8:</u></b><br/>Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p><b>SAYD:</b> 5I5, 5I6, 5I7, 5I8</p> <p><b>NAA:</b> 1, 3</p> <p><b>IPTS:</b> 2A, 2G, 3E, 10E</p> <p><b>COA:</b> 3.04, 5.03, 13.01</p> <p><b>ACT Now:</b> 16.2, 20.4, 21.2, 28.1, 28.2</p>  | <p>Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Strategizes for gaining school-age and youth rights by promoting school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p> <p>Identifies strategies to support others in the rights of the people within relevant programs, policies, processes, and procedures.</p> | <p>Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Strategizes for gaining school-age and youth rights by promoting school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p> | <p>Identifies the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Demonstrated familiarity with school-age and youth rights by recognizing school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p> | <p>Inaccurately identifies the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Demonstrates a lack of familiarity with school-age and youth rights by recognizing school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p> |                  |
| <p><b><u>SAYD AP9:</u></b><br/>Promotes and participates in collaborative advocacy practices that lead to positive change for youth and families.</p> <p><b>SAYD:</b> 5I14, 5I15, 5I16, 5I17, 5I18, 5I19, 5I20, 5I21, 5I22, 5I23</p> <p><b>NAA:</b> 2, 14, 24, 25</p> <p><b>IPTS:</b> 1A, 9A, 9C, 9D, 9M, 11D, 11N</p> <p><b>COA:</b> 5.02, 11.02</p> <p><b>ACT Now:</b> 19.1, 20.2, 20.3, 21.1, 22.1-22.4, 28.1</p> | <p>Identifies current research, models, and resources to engage school-age and youth in community change</p> <p>Advocates for collaborative community strategies to enhance supports and opportunities for school-age and youth.</p> <p>Constructs a plan for an education/advocacy campaign related to school-age and youth, reflective of knowledge of lobbying and</p>  | <p>Identifies current research, models, and resources to engage school-age and youth in community change</p> <p>Advocates for collaborative community strategies to enhance supports and opportunities for school-age and youth.</p> <p>Constructs a plan for an education/advocacy campaign related to school-age and youth, reflective of knowledge of lobbying and the federal,</p>       | <p>Identifies current research, models, or resources to engage school-age and youth in community change</p> <p>Identifies collaborative community strategies to enhance supports and opportunities for school-age and youth.</p> <p>Constructs a plan for an education/advocacy campaign related to school-age and youth.</p>  | <p>Identifies inaccurate or irrelevant current research, models, or resources to engage school-age and youth in community change</p> <p>Identifies community strategies that undermine supports and opportunities for school-age and youth.</p> <p>Identifies strategies that contradict education/advocacy campaigns related to school-age and youth.</p>  |                  |



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| Competency | Distinguished   | Proficient  | Needs Improvement  | Unsatisfactory   | Unable to Assess |
|------------|---|---|--|--|------------------|
|            | <p>the federal, state, and local limits on lobbying of non-profit organizations.</p> <p>Recognizes opportunities for testifying at public hearings regarding the strengths, rights, and needs of school-age and youth.</p> <p>Identifies strategies to support others in participating in collaborative advocacy practices.</p> | <p>state, and local limits on lobbying of non-profit organizations.</p> <p>Recognizes opportunities for testifying at public hearings regarding the strengths, rights, and needs of school-age and youth.</p> | <p>Recognizes opportunities for testifying at public hearings.</p> | <p>Identifies inappropriate opportunities for testifying at public hearings.</p> |                  |

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue