

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

SAYD Competencies	SAYD AP1: Identifies the implications of public policy and advocacy with regard to professional practice. SAYD AP2: Describes and demonstrates commitment to advocacy as an integral SAYD practitioner skill.
Original Gateways SAYD Benchmarks	2-4F40, 2-4F41, 2-4I5-6, 2-4I14-16, 5F43, 5F44, 5I9, 5I10, 2-4E40, 2-4I2, 2-4I3-8, 5F44, 5I3, 5I11, 5I14,
IPTS	3E, 3F, 3N, 5G, 5K, 9A, 11D, 11J, 11N
NAA	1, 2, 5, 7, 17, 24, 25
COA	3.01, 3.02, 4.04, 5.04, 5.05, 5.07, 10.01, 11.02, 13.01
ACT Now	16.2, 19.1, 20.2, 20.3, 20.4, 21.1, 21.2, 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.
- How you will work with school-age and youth to develop a culturally sensitive vision of practice
- Programs, processes, policies, and procedures that are essential to include within your program to ensure support school-age and youth empowerment

Partnership Strategies:

- Strategies that you will use to effectively collaborate with others around targeted advocacy issues.

Personal Lens:

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

SAYD Advocacy and Policy Master Rubric

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p>SAYD AP1: Identifies the implications of public policy and advocacy with regard to professional practice.</p>	<p>Recognizes and is able to describe the education – public policy continuum.</p> <p>Describes the impact of advocacy of public policy on the daily lives of SAY and their families and on SAY programming,</p> <p>Articulates the role advocacy can play in public policy decisions.</p> <p>Uses research and policy to support connections to professional practice.</p>	<p>Recognizes and is able to describe the education – public policy continuum.</p> <p>Describes the impact of advocacy of public policy on the daily lives of SAY and their families and on SAY programming,</p> <p>Articulates the role advocacy can play in public policy decisions.</p>	<p>Identifies examples of the education – public policy continuum.</p> <p>Identifies examples of advocacy and public policy on the daily lives of SAY and their families and on SAY programming.</p> <p>Provides examples of the role advocacy can play in public policy decisions.</p>	<p>Provides inaccurate examples of the education – public policy continuum.</p> <p>Identifies inaccurate examples of advocacy and public policy on the daily lives of SAY and their families and on SAY programming,</p> <p>Provides inaccurate examples of the role advocacy can play in public policy decisions.</p>	
<p>SAYD AP2: Describes and demonstrates commitment to advocacy as an integral SAYD practitioner skill.</p>	<p>Identifies a range of advocacy strategies and their potential impact.</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 to support school-age and youth empowerment (e.g. positive acknowledgement of the contributions and insights of school-age and youth, treating young people and their views with respect, and showing enthusiasm and support for the rights of school-age and youth).</p> <p>Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive.</p> <p>Uses the evidence-base as a rationale for advocacy skills.</p>	<p>Identifies a range of advocacy strategies and their potential impact.</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 to support school-age and youth empowerment (e.g. positive acknowledgement of the contributions and insights of school-age and youth, treating young people and their views with respect, and showing enthusiasm and support for the rights of school-age and youth).</p> <p>Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive.</p>	<p>Identifies advocacy strategies.</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 practices that support school-age and youth empowerment (e.g. positive acknowledgement of the contributions and insights of school-age and youth, treating young people and their views with respect, and showing enthusiasm and support for the rights of school-age and youth).</p> <p>Identifies components of a vision of practice with school-age, youth, and families that is culturally sensitive.</p>	<p>Identifies ineffective advocacy strategies.</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.</p> <p>Fails to identify practices that support school-age and youth empowerment.</p> <p>Identifies components of a vision of practice with school-age, youth, and families that lacks culturally sensitivity.</p>	