SAYD Advocacy & Policy Assessment (Level 4)
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. **SAYD AP3**: Advocates and promotes the rights of SAY and their families. **SAYD AP4**: Utilizes experience, knowledge, and research to plan and lead positive change and advocacy through collaborative partnerships for SAY and families. **SAYD AP5**: Facilitates the development of SAY and their families as advocates.
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, 2-4I7, 2-4I19, 5I13, 5I18, 5I27, 2-4F38, 2-4I11, 2-4I12, 5I12, 5I19, 5I20, 5I26, 2-4F21-22, 5A37, 5I7, 5I24,
IPTS	1C, 1L, 3E, 3F, 3N, 4J, 5K, 5G, 5K, 6G, 8B, 9A, 9B, 9D, 9E, 9K, 9D, 9E, 9L, 9M, 10C, 10E, 11J, 11L, 11N
NAA	1, 2, 3, 5, 7, 14, 17, 23, 24, 25, 28
COA	3.01–3.04, 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, 20.3, 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.
*   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.
*   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.
*   Current research and information you will access to support your developing knowledge of how to support opportunities for school-age and youth asset development

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
- Local, state, and national factors impacting your selected issue
- 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:

- Identify local political leaders, stakeholders, and systems that have an influence on the issue selected
- Determine present opportunities surrounding your targeted issue through a focused needs assessment
- 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, including accessing an utilizing human resource networks

SAYD Advocacy and Policy Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD AP1: Identifies the implications of public policy and advocacy with regard to professional practice.	Recognizes and is able to describe the education – public policy continuum. Describes the impact of advocacy of public policy on the daily lives of SAY and their families and on SAY programming, Articulates the role advocacy can play in public policy decisions. Uses research and policy to support connections to professional practice.	Recognizes and is able to describe the education – public policy continuum. Describes the impact of advocacy of public policy on the daily lives of SAY and their families and on SAY programming, Articulates the role advocacy can play in public policy decisions.	Identifies examples of the education – public policy continuum. Identifies examples of advocacy and public policy on the daily lives of SAY and their families and on SAY programming. Provides examples of the role advocacy can play in public policy decisions.	Provides inaccurate examples of the education – public policy continuum. Identifies inaccurate examples of advocacy and public policy on the daily lives of SAY and their families and on SAY programming, Provides inaccurate examples of the role advocacy can play in public policy decisions.	
SAYD AP2: Describes and demonstrates commitment to advocacy as an integral SAYD practitioner skill.	Identifies a range of advocacy strategies and their potential impact. 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 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). Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive. Uses the evidence-base as a rationale for advocacy skills.	Identifies a range of advocacy strategies and their potential impact. 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 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). Illustrates a vision of practice with school-age, youth, and families that is culturally sensitive.	Identifies advocacy strategies. 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 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). Identifies components of a vision of practice with school-age, youth, and families that is culturally sensitive.	Identifies ineffective advocacy strategies. Engages in comments, messages, behaviors and other instances where any person or category of people is noted in a derogatory or belittling fashion. Fails to identify practices that support school-age and youth empowerment. Identifies components of a vision of practice with school-age, youth, and families that lacks culturally sensitivity.	

SAYD Advocacy and Policy Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD AP3: Advocates and promotes the rights of SAY and their families.	Participates in opportunities to advocate and/or lobby to further the field of school-age and youth practice. Reviews current research and information that addresses supports and opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes. Uses public policy and advocacy guidelines as a foundation of practice.	Participates in opportunities to advocate and/or lobby to further the field of school-age and youth practice. Reviews current research and information that addresses supports and opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.	Identifies opportunities to advocate and/or lobby to further the field of school-age and youth practice. Identifies current research and information that addresses supports and opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.	Does not participate or identify opportunities to advocate and/or lobby to further the field of school-age and youth practice. Identifies research and information that addresses are irrelevant to the needs of SAY.	
SAYD AP4: Utilizes experience, knowledge, and research to plan and lead positive change and advocacy through collaborative partnerships for SAY and families.	Identifies local political leaders, stakeholders, and systems that have influence on services for school-age and youth. Compares a variety of tools that may be used to conduct a community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping). Compiles a functional network of individuals and organizations identified as allies, resources, and partners through the use of technology and personal connections. Uses research as a foundation for advocacy efforts.	Identifies local political leaders, stakeholders, and systems that have influence on services for school-age and youth. Compares a variety of tools that may be used to conduct a community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping). Compiles a functional network of individuals and organizations identified as allies, resources, and partners through the use of technology and personal connections.	Identifies local political leaders, stakeholders, and systems that are relevant to the SAY field. Identifies tools that may be used to conduct a community strengths and needs assessment (e.g. Focus group interviews, public issues forum, data analysis, community survey questionnaire, interviews, and asset mapping). Identifies individuals and organizations through the use of technology and personal connections.	Identifies local political leaders, stakeholders, and systems that are not relevant to the SAY field. Identifies tools that are not pertinent to a community strengths and needs assessment. Identifies individuals and organizations who are not connected or relevant to the SAY field.	

SAYD Advocacy and Policy Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
SAYD AP5: Facilitates the development of SAY and their families as advocates.	Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs. Expands opportunities for meaningful school-age and youth engagement in a variety of settings. Identifies current research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement). 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. Expands opportunities for meaningful school-age and youth engagement in a variety of settings. Identifies current research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).	Identifies opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs. Identifies opportunities for meaningful school-age and youth engagement in a variety of settings. Identifies research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).	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 school-age and youth to become educated and lead events on their strengths, rights, and needs. Identifies inaccurate or inappropriate research and models to engage school-age and youth in community change (e.g. develops leadership capacity, develops motivation, provides sustained opportunities for involvement).	

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