

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

<b>SAYD Competencies</b>	<u>API</u> : Ensures that the rights of SAY are promoted and upheld.
<b>Original Gateways SAYD Benchmarks</b>	2-4I1, 2-4I2, 2-4I3, 2-4I4, 5I3
<b>IPTS</b>	3E, 3F, 3N, 5G, 5K
<b>NAA</b>	1, 2, 5, 7, 17
<b>COA</b>	3.01, 3.02, 4.04, 5.04, 5.05, 5.07, 10.01, 13.01
<b>ACT Now</b>	16.2, 20.4, 21.2, 28.1, 28.2

**Assessment Guidelines**

This assessment requires the development of a supportive vision for school-age and youth programming. Imagine that you are applying for a job as a new director for a school-age and youth program. You have been asked to develop a vision statement that provides an overview of how you will actively address biases and “isms” that influence school-age and youth, as well as your vision for creating a program that empowers children. In one to two pages, outline your responses to the prompts below:

- 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 create a vision of practice that serves to empower school-age and youth.
- Your vision for supporting school-age youth, staff, and families in addressing adultism, ageism, and the fear of young people.

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

<b>SAYD Advocacy &amp; Policy Assessment (Level 2): 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> 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>	

Level 2—Yellow