

Youth Advocacy Program Guide

by the League of Women Voters
of Santa Fe County

Updated January 2022

Let youth lead the way.



League of Women Voters of Santa Fe County

Youth Advocacy Program

Program Manual & Guidelines



Created January 2022

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Disclaimer

This publication is designed to provide information only in regard to the subject matter covered. Please send written requests for the duplication or adaptation of this program to kdavis466@gmail.com.

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Mission Statement

The LWVSFC desires to empower youth by providing them the opportunity to sharpen their advocacy skills and learn how to effectively influence and engage with local officials on policies which are important to them and impact their community.

Introduction

The League of Women Voters of Santa Fe County (LWVSFC) is pleased to introduce the Youth Advocacy Program, as an addition to the League's High School Student Civic Engagement Project. Through this program, LWVSFC makes a clear commitment to providing a quality youth-led program which supports the priority issues conveyed by the youth of Santa Fe County. Santa Fe is a unique and diverse community which values inclusion, celebrates language diversity, seeks to advance cross-cultural understanding and advocates for equity for all. The League is devoted to ensuring that participants in this program are a diverse representation of our community. The goal of the program is to empower the youth voice through an 8-week program which highlights the essential skills needed to advocate at a local and state level. As part of the program, youth will be given the opportunity to engage with policy makers on topics which they feel are impacting them and their community.

Background

In Fall 2021, LWVSFC begin surveying and engaging with local youth to discuss their perceived access to civic opportunities. An overwhelming number of the youth who participated in the survey reported that they had never engaged with civic opportunities. During the 2021 local election, the League continued to establish a baseline of data to gauge youth interest in civic conversation and opportunity. The League hosted its first online youth-led candidate debate with local candidates. League members worked diligently with community partners to collect youth questions for the candidates. Figure 1 depicts the primary issues which were important to them.

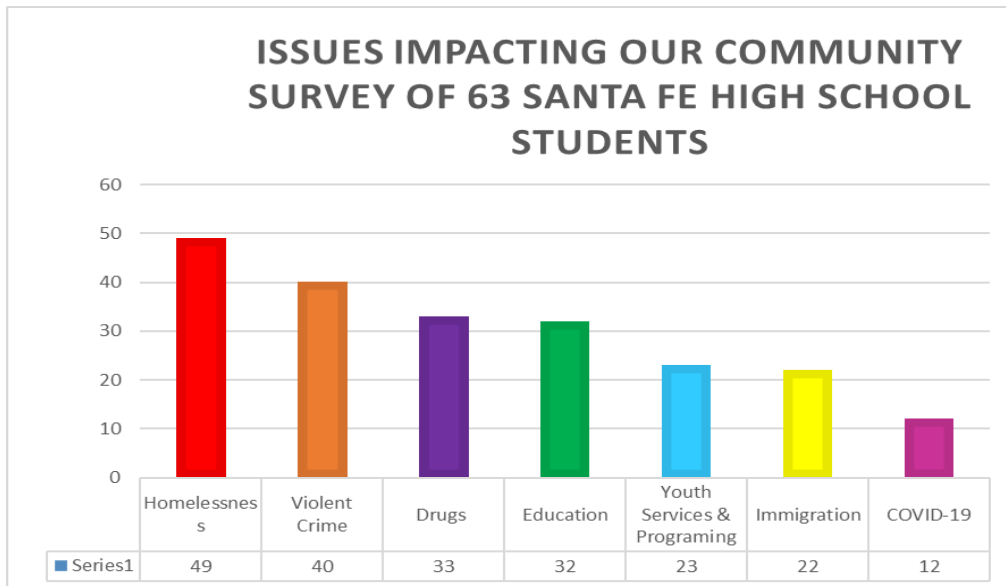


Fig.1

These findings and the results from the online candidate event led the League to question more deeply ways in which to engage youth and provide a platform for their voices to be heard. Through the youth-led candidate event it was evident that policy-makers and local officials want to hear from youth in their communities and are motivated to engage in conversations which youth deem important.

From the early experiences in 2021, the Youth Advocacy Program was created.

Program Procedures

The Youth Advocacy Program will be a multi-tiered organizational structure under the supervision of the LWVSFC's High School and Civic Engagement sector. Figure 2. below references the programs organizational chart. The program will operate under the local League's Executive Board's direction. The LWVSFC Executive Board includes the following:

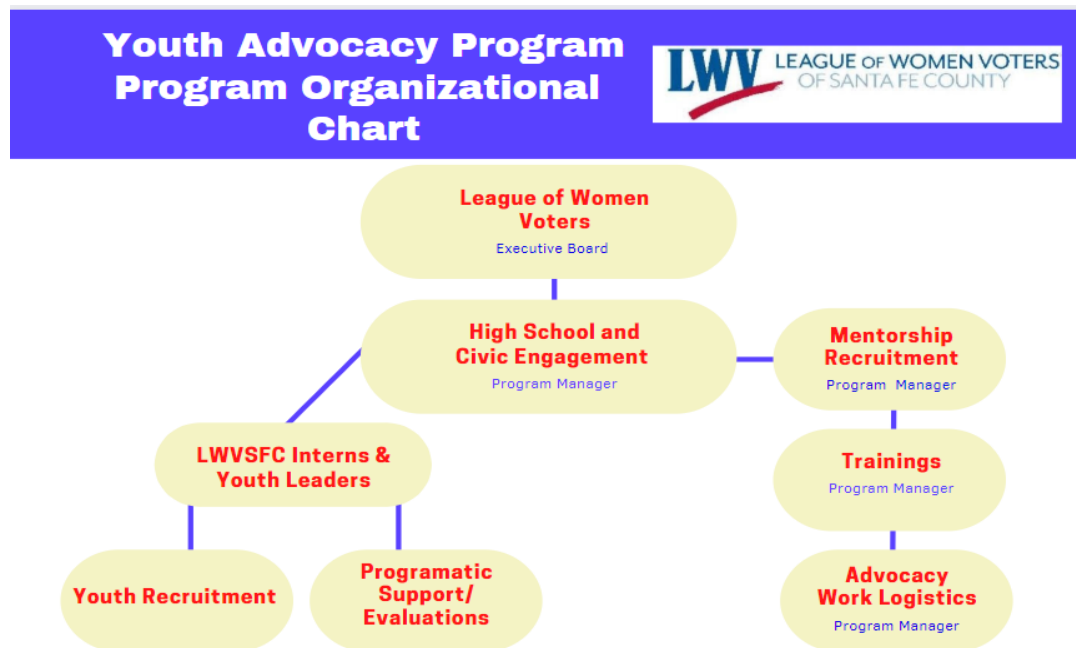


Fig.2

Roles & Responsibilities

The Program Manager

The LWVSFC High School and Civic Engagement Program Manager will oversee the development and implementation of the Youth Advocacy Program. The following is a list of the Program Manager's responsibilities:

1. Create and oversee implementation of an ongoing mentor recruitment plan. The Program Manager will be responsible for informing the local League about the mentorship opportunity and recruiting interested members to participate as mentors.
2. Perform and oversee all trainings conducted for participants. This includes securing expert presenters on topics important to advocacy.

3. Develop and manage relationships with schools and youth-based community organizations.
4. Report (back) and request advisement from an approved LWVSFC advisory board.
5. Manage the planning and implementation of mentor/mentee group sessions and advocacy appointments with support from LWVSFC Interns and Youth Leaders.
6. Plan and implement a recognition event for program participants
7. Maintain and update the program's policy and procedure manual, as needed.
8. Oversee program evaluation activities.
9. Supervise mentoring, interns and youth volunteers.
10. Research funding and advocate for program sustainability.

Adult Mentors

The LWVSFC Mentors must be thoughtful leaders. Mentors must be interested in investing their time in the meaningful growth and development of youth. The following is a list of responsibilities and expectations:

1. A minimum investment of one 90-minute session per week for 8 weeks.
2. A commitment to regular communication and interactions with youth, dependent on mentor/mentee agreed upon in advance.
3. Mentors primary role will be assisting youth in formulating an advocacy plan and identifying resources to help implement their plan.
4. Maintain confidentiality and terms outlined in the mentorship agreement.
5. Willingness to participate in any evaluations of the mentorship program.
6. A commitment to positivity and encouragement throughout the mentorship process.
7. An understanding that the mentorship relationship is not a tutoring service. Mentors are to encourage a youth-led process.
 - a. Challenge and/or encourage a youth depending on what the situation requires.
 - b. Offer opportunities to problem solve and exchange ideas.
 - c. Take a genuine interest in helping the youth succeed in their idea
 - d. Present opportunities to the youth may not have recognized on his/her own
8. Will contact the Program Manager if the match is not appropriate

or if the mentor is unable to remain committed. Mentors may also be asked to facilitate a training session, if appropriate.

LWVSFC Interns

The LWVSFC Interns must exemplify a desire to work with youth and display an interest in civic engagement and activities. Ideally, interns should desire to see youth through a lens of social justice and equity. Interns will play a vital role in the programs operations and will act as a “right-hand” to the Program Manager. The following is a list of responsibilities and expectations:

1. Recruitment of youth for the program.
 - a. Work with High Schools, Charter Schools and Private Schools to promote Youth Advocacy Program.
 - b. Work with youth-based community agencies to reach youth that are not in school or in traditional school to promote program.
 - c. Create and disseminate Program information with instructions on how to join the program.
 - d. Handle incoming youth who are interested and ensure all required paperwork is completed.
 - e. Assist with the pairing or partnering of youth with mentors.
2. Assist with logistics for program sessions/weekly meetings.
3. Secure appointments with local stakeholders for youth participants.
4. Distribute and collect pre- and post-test evaluations on all participants.
 - a. Collect and analyze all data collected per cohort and present to Program Manager and Board, if necessary.

Youth Leaders (as program grows)

As youth begin to develop and learn advocacy skills, youth who have a keen interest in continuing to pursue civic opportunity would be a great fit for a leadership role within the program. Youth Leaders make great peer mentors. Youth Leaders are those who have demonstrated a sincere interest in youth advocacy and have demonstrated through the program their interest in continuing to support the youth voice through peer leadership. Responsibilities and roles of a Youth Leader may include:

1. Co-facilitation of weekly sessions and trainings.
2. Recruitment events. Having a youth speak on their own experience with a program is the most powerful recruitment tool. Plus, they

- have natural access to a pool of participants.
3. Co-mentoring assistance in the youth-led process of mentorship and having prior experience makes Youth Leaders so effective.
 4. Participating in advocacy appointments with their peer participants as a means of support.

Recruitment

Recruitment is at the pinnacle of the Youth Advocacy Program. Throughout the process of recruitment there are three key points to keep in mind:

1. Youth who perceive that they are authentically represented in a program and have ownership in the program are more likely to remain in a program or have a more meaningful experience (Larson, 2006¹).
2. Youth who feel positive connections to peers and adults develop a youth's desire to be part of a program (Fredricks and Eccles, 2005²).
3. "Positive Buzz" Youth hear about programs both formally and informally, and engage in activities which they feel are aligned with their identities. The program strives for positive promotion.

It is important that the LWVSFC connects with local youth. The recruitment process must make the connection to the "why?" The Youth Advocacy Program is offering a unique opportunity to youth in Santa Fe County and it is important that this message is conveyed through the recruitment process. Utilizing the existing youth from the High School Civic Engagement Project to help spread the word about upcoming opportunities can be one effective means of recruitment.

Digital and print marketing are critical in getting the word out about up and coming programming. Utilizing Social Media to boost efforts and target the age group of participants is also an important tool.

Lastly, engage with local youth-based community partners to promote the program. Attending on-site school events or classes may help spread the word.

Flyers or campaigns should: (1) be visually appealing to youth, (2) have

¹ Larson, R. (2006). Positive youth development, willful adolescents, and mentoring. *Journal of Community Psychology*, Special Issue: Youth(6), 677-687.

² Fredricks, J. A., & Eccles, J. S. (2005). Developmental benefits of extracurricular involvement: Do peer characteristics mediate the link between activities and youth outcomes? *Journal of Youth and Adolescence*, 34(6), 507-520.

concrete information on why the program is important to them, (3) include dates of the program and contact person. The flyer should also state that there is no cost associated with participation nor any incentives the youth will receive for participation.

Mentorship

Mentorship is a critical component of the Youth Advocacy Program.

³Research shows that mentorship programs contribute to positive development outcomes for youth.

Mentors will be paired with youth strategically depending on the area of focus the youth selects. Mentors may be selected to work with youth based on the mentor's experience and knowledge of the area of interest the youth has selected. The mentor will depend on the youth to provide a general goal or direction with anticipated outcome of focus for their collaboration. Together the mentor and youth will draft an advocacy plan directly related to the youth goal and outcome.

Once a plan is executed, the mentor will assist the youth in setting up appropriate meetings with key-stakeholders related to the goal. The mentor will help prepare the youth on outlining their vision (or community need). If collaboratively decided, the mentor will join the youth on these stakeholder appointments.

At the end of the program the mentor and youth will discuss next steps, if needed to continue momentum toward the goal. If the youth wishes to continue the work or wants to continue to learn more about the League, a warm-handoff to the Program Manager to incorporate them into other League initiatives will take place.

Trainings

Trainings can be adapted for every cohort, if needed. Trainings will be focused on defining the need. As youth begin to engage in training session the needs they perceive will set the direction of trainers the program might add.

The first session of the program will provide a framework in which youth unravel the various issues, which interest them. Youth will be asked to hone in on the key issues they feel are important. The early trainings will

³ Rhodes, J. E., & DuBois, D. L. (2008). Mentorship Relationships and Programs for Youth. *Current Directions in Psychological Science*.

help youth figure out the “why”. Why are these issues important to them? What is needed to make an impact in these areas? Where do I start? Who are the key players to help me reach this goal? What are my asks or requests? What do I want to get from this experience?

Middle of the program trainings will focus on the components directly related to the creation of their plan. Topics may include persuasive writing skills, creating or participating in movements directly related to their cause, learning various ways to participate in activism, lobbying 101, learning the government structure and who knowing key players, etc.

End of program trainings will be focused on skills which promote their message. Learning how to schedule meetings with stakeholders and local officials, public speaking skills, presenting skills and ways to put their plan into action.

Youth Advocacy Program Pre-Test

- * 1. How familiar are you with what a youth advocate is?
 - Very familiar
 - Somewhat familiar
 - Not at all familiar
- * 2. What is your current experience-level of engaging in civic activities?
 - Often
 - Occasionally
 - Never
- * 3. How confident are you with public speaking?
 - Very confident
 - Somewhat confident
 - Not so confident
 - Not at all confident
- * 4. How familiar are you with identifying needs within your community?
 - Very familiar
 - Somewhat familiar
 - Not at all familiar
- * 5. How confident are you with speaking up for your ideas and the ideas of others?
 - Very confident

Somewhat confident

Not so confident

Not at all confident

* 6. How familiar are you with conducting research to support your ideas and concerns?

Very familiar

Somewhat familiar

Not so familiar

* 7. Have you ever had the opportunity to speak with any local elected officials?

Yes

No

* 8. How confident are you in your writing skills to clearly communicate your ideas to others?

Very confident

Somewhat confident

Not at all confident

* 9. How did you hear about the Youth Advocacy Program?

Social Media

Newspaper

Teacher

Friend

* 10. What do you hope to achieve by participating in the Youth Advocacy Program?

Advocacy Work

Through the Youth Advocacy Program, the LWVSFC will provide a platform where by youth are afforded the opportunity, training and support to develop the skills to be confident youth advocates. The basis of their advocacy work begins with finding their why. It is critical for them to have a clear reason and intention behind the change they envision. Their “why” is not their specific goal. However it is their core driving reason for seeking the change they want to see.

The youth participants will then work with their program mentors in developing their action plan to address an area of change they would like to pursue. The key components to the action plan should include the following;

1. Identify and understand their topic
 - a. Who does the topic affect.
2. Identify the specific problem within the topic they want to address.
 - a. What work has been done so far.
3. Identify a point of action.
 - a. Form two or three ideas on the changes they would like to see.
4. Identify their advocacy target.
 - a. What agency or governing body has the authority to make/address the change they are seeking.
 - b. What policies are already in place which address this topic.
5. Gather background information.
 - a. What are facts, statistics and personal stories that demonstrate need for this advocacy work.
6. Develop the action plan.
 - a. Determine advocacy goals.
 - b. What steps are needed to accomplish these goals?
 - c. Who are the key agencies and/or individuals they can contact in order to accomplish advocacy goals.
7. Implement Action Plan
 - a. Make a timeline of actions to include events, meetings, forums, etc.
8. Track and account for intended outcomes.
 - a. Evaluate action plan for progress and modify accordingly.

**Youth Advocacy Program: Why am I here?
Session 1 Agenda**

4:00pm – 4:15pm **Youth and Mentor Introduction** **Trainer**

4:15pm – 4:45pm **Ice Breaker** **Trainer**

One Word Exercise: Pick a phrase that is central to the topic for which you've gathered and have everyone write or say a word which comes to their mind in relation to it.

Topic: Issues facing youth in Santa Fe. This ice breaker helps explore different viewpoints about a common challenge, before starting the session.

What about joining the program interests you?

4:45pm – 5:30 **Presentation: Finding Your “Why”? Pt. 1** **Trainer**

What are you fighting for?

Why are you doing this?

Why are you fighting for change?

Is it a person, community or group of people?

Video: Youth Advocacy in Communities
<https://www.youtube.com/watch?v=7hGXP HcKQ5g>

Closing: **Activity: Create a Vision/Word Board** **Trainer**
(Suggested reading: Youth to Power Ch.1)

Your vision/word board can include the driving forces behind the reason you are here and the issues you want to focus on. Your vision board can help to clarify, concentrate and maintain focus on a specific goal you have through this program.

Additional Instructions:
Please be prepared to share your board next session.

**Youth Advocacy Program: Commitment to Issue
Session 2 Agenda**

4:00pm – 4:30pm	Presentation of Vision Boards	Youth
4:30pm – 4:45pm	Youth & Mentor First Connection The goal is to provide participants with a mentor who will empower them in gaining the confidence to communicate with local elected officials to address issues and create change within the community.	
4:45pm – 5:30	Presentation: How to Conduct Research The importance of gathering accurate information on which to base your advocacy work. Types of research sources (academic, interviews and conversations, structured interviews, and surveys) Researching at a local and national level Analyzing your research data Organizing your research and citing your sources Next Steps: Using your research to form your messaging.	Trainer
Closing:	Activity: Find three research sources for your selected topic/area of concern (Suggested reading: Youth to Power Ch. 2) Handout Provided: Georgetown College CRAAP Test (Georgetown College Ensor Learning Resource Center, 2021) Locate 3 research sources regarding your selected topic and evaluate whether or not they pass the CRAAP Test (see page 15 for CRAAP test). Provide information on how they pass or did not pass this evaluation.	Trainer

Additional Instructions:

Evaluating Information

Applying the CRAAP Test

When you search for information, you're going to find lots of it . . . but is it good information? You will have to determine that for yourself, and the CRAAP Test can help. The CRAAP Test is a list of questions to help you evaluate the information you find. Different criteria will be more or less important depending on your situation or need.

C	Currency When was the information published? Is it up to date?
R	Relevance Is the information what you're really looking for? Who is the material written for: academics, professionals, students, or the general public?
A	Authority Who published, wrote, or edited the information? Is the author an expert on the topic?
A	Accuracy Is the information reliable and accurate? Do other sources verify this information?
P	Purpose What is the purpose of the information? Is it biased to one point of view?

GEORGETOWN
COLLEGE

<https://libguides.georgetowncollege.edu/c.php?g=128176&p=838516>

Please be prepared to share the research outcomes next session.
Fig. 3

**Youth Advocacy Program: Political Writing & Getting my Message Across
Session 3 Agenda**

4:00pm – 4:30pm	Ice Breaker: Digital Scavenger Hunt: The idea behind this ice breaker is to put your research skills to the test! The first person to find all of the following items wins! <ol style="list-style-type: none">1. Find a violence prevention/intervention advocacy initiative (bonus, if it is youth focused).2. Find a peer-reviewed research paper on youth homeless released within the last 5 years.3. Provide the names of NM Senators and Representatives.4. List the names of the SF City Manager and Santa Fe County Manager.5. Lastly, find one local organization that is working on projects, policy, programs that impact the community issue you have selected.	Youth
4:30pm – 4:45pm	Political Writing <p>The focus of this presentation is to discuss the importance of words especially when it comes to advocacy. Our words can inspire and initiate change or can trigger defensive responses. Knowing your audience is key. How do you inspire change in a tactful and intentional way? How do you create empathy and understanding through your writing? How do you highlight your story and back it up with evidence?</p>	Trainer
4:45pm – 5:30	Group Break-Outs: Draft Outline for Advocacy Message <p>See attached outline for suggestions.</p>	
Closing:	Review outline and work on completing	

ADVOCACY OUTLINE

OPENING STATEMENT:

- i. Make a statement that gets your audience's attention; the use of a research finding or staggering statistic always helps.
- ii. This is your lead-in and should be only a sentence or two.

Problem Statement

- i. Present the problem. Who does this issue affect? What are the impacts of this issue? Etc.

FACTS & DATA

- i. Provide the most supportive data that endorses your position. Look for facts that are relevant and important to your potential audience.
- ii. What organizations are addressing this? Are there gaps? What are the needs?

SHARE A STORY OR EXAMPLE OF THE PROBLEM

- i. An example or story puts a human face on the issue and makes it real and more compelling.
- ii. Add any touches that make it more relatable to your audience such as: a problem of violence is highest within a commissioner's district, etc.

CONNECT THE ISSUE TO THE AUDIENCE

- i. Identify your audience and key stakeholders.
- ii. Demonstrate how this issue fits in with the stakeholders: What do they care about, want, or need? Research your stakeholders and learn about the issues they champion or hold an opinion on.

YOUR REQUEST

- i. Clearly state your concerns and your ideas for solutions.

**Youth Advocacy Program: Public Speaking & Conveying My Message
Session 4 Agenda**

4:00pm – 4:15pm	Ice Breaker: Two truths and a lie: To start, one person has to give three statements about themselves to the rest of the group. The trick is: all of the statements won't be true—two of the statements given should be true and one should be a lie. After you're finished, everyone should guess which statement they think you made up.	Youth
4:15pm – 4:40pm	Public Speaking In public speaking, a speaker attempts to move an audience by advocating for a purposeful message—by informing, persuading, or entertaining—in a particular context. In almost all cases, <u>the speaker</u> is the focus of attention for a specific amount of time. There may be some back-and-forth interaction, such as questions and answers with the audience, but the speaker usually holds the responsibility to direct that interaction during or after the prepared speech. As the focus, the speaker delivers sound arguments in a well-organized manner ⁴ . Facilitator will provide tips and strategies on how to engage in public speaking.	Trainer
4:40pm – 5:00pm	Group Break-Outs: Complete Outline	
5:00pm-Closing:	Present outline and concept to the group.	
Homework:	Present your outline with a family or friend.	

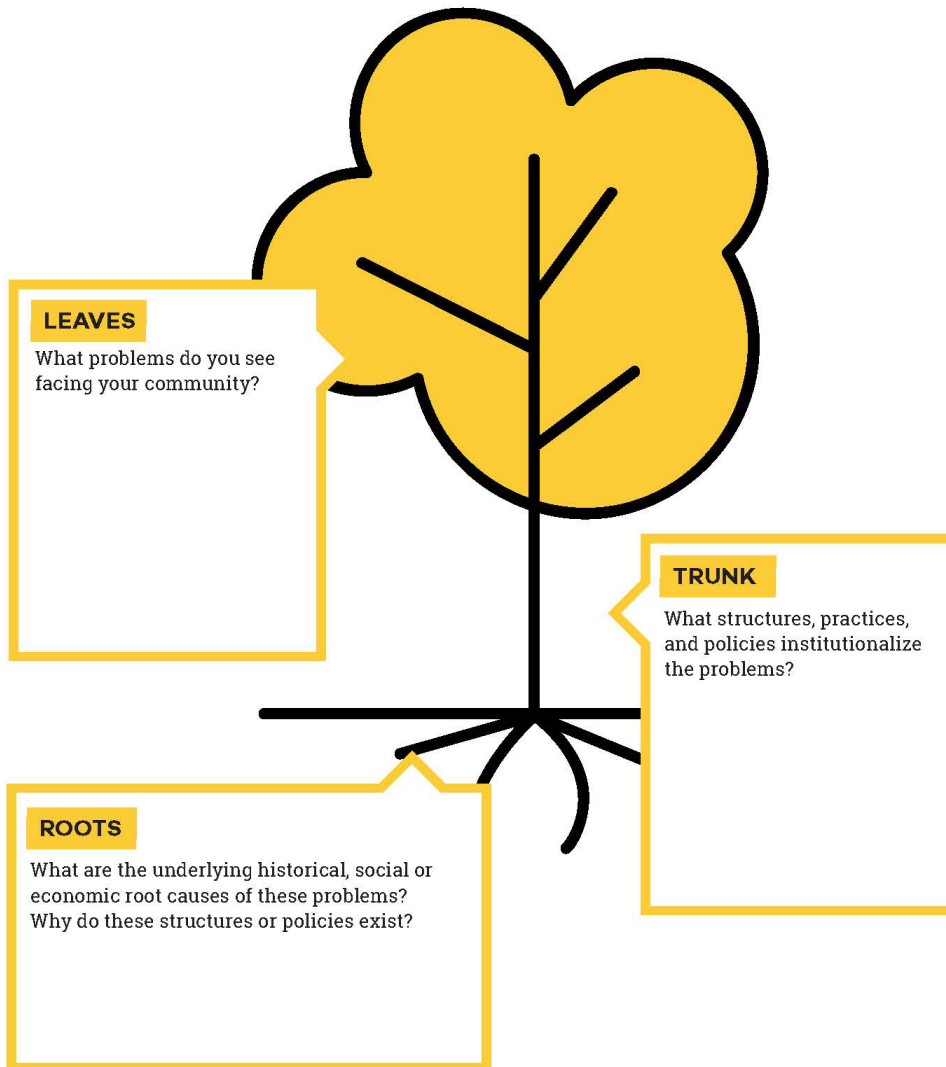
⁴ <https://speakupcallin.pressbooks.com/chapter/chapter-one-public-speaking-as-advocacy/>

**Youth Advocacy Program: Activism and Encouraging Local Involvement
Session 5 Agenda**

4:00pm – 4:30pm	Ice Breaker: Stand and Declare: The facilitator will read a statement to the group & have the youth go to the corner of the room that represents how they would respond to the statement: strongly agree, somewhat agree, somewhat disagree, strongly disagree. Members from each opinion group will be given one minute to explain their stance, fleshing out the many facets of the issue. People must listen carefully, and can change positions if they change perspectives. <i>Question Samples:</i> <ul style="list-style-type: none">• I feel safe in the community I live in.• I am provided the same opportunities and services by my school as my peers.	Youth
4:30pm – 4:45pm	Activism and Local Involvement The youth of our community are our biggest assets. Communities should provide the opportunity for a wide diversity of youth voices to be heard as well as the opportunity for them to contribute the enhancement of their community. Facilitator will discuss: <ul style="list-style-type: none">• Community organizing• How to Encouraging others to get involved	Trainer
4:45pm – Closing	Youth/Mentor Activity: Root Cause Tree The Root Cause Tree is a tool to help better understand a problem and its underlying causes. If you want to create lasting change, it is important that you address more than the symptoms (leaves) of the problem. You will want to look at the factors that hold your problem up (trunk) and connect it to deep histories of injustice (roots). See figure 4 <i>https://advocatesforyouth.org/wp-content/uploads/2019/04/Youth-Activist-Toolkit.pdf</i>	
Homework:	Complete root cause tree and prepare to present at next session	

Youth Activist Toolkit

ROOT CAUSE TREE TOOL



*This original Blueprint for Social Justice, from which the 'Root Cause/Problem Tree' is modeled, was developed by the Movement Strategy Center [MSC] for Young People For. This work is a remixed and updated version of the Blue-print for Social Justice Workbook & Curriculum licensed in 2009 to Movement Strategy Center, under the Creative Commons "Attribution-Non-Commercial-ShareAlike 2.5" License.

**Youth Advocacy Program: Preparing Plan for Action
Session 6 Agenda**

4:00pm – 4:15pm	Check-In: How are you feeling about presenting your ideas to external agents? On a scale of 1-10, 1 being not good at all and 10 being 100% ready to go. Please share the “why” behind your ranking.	Youth
4:15pm – 4:30pm	Presentation Etiquette When preparing for your stakeholder conversations there are a few points that can help ease your experience ⁵ . <ol style="list-style-type: none">1. Arrive Early and Prepared2. Dress Properly & Eat Well3. Be Respectful and Thoughtful4. Do Not be too Quick to React5. Be Aware of Your Word Emphasis6. Own Your Stage and Watch Your Body Language7. Never Turn Your Back to Your Audience8. Be Prepared to Speak9. Be Prepared for the unexpected10. Use Relevant Visual Aids	Trainer
4:30pm – 5:00pm	Group Break-Outs: Pair up and practice your presentation with your peers. Peers please prepare to challenge your counterparts subtly.	
5:00pm-Closing:	Work with your mentor to list potential stakeholders you are interested in contacting.	
Homework:	Do some research on at least 3 potential stakeholders and gather information on anything relevant to your topic.	

⁵ <https://www.mikogo.com/2015/01/26/top-10-important-presentation-etiquette-follow/>

**Youth Advocacy Program: Social Media Activism
Session 7 Agenda**

4:00pm – 4:15pm	Presentation: Present the research which was done on 3 potential stakeholders plus relevant information on your topic. What surprised you most about the research you completed? Were there a good number of stakeholders present in our community relative to your topic of concern?	Youth
4:15pm – 4:45pm	Social Media Activism <ul style="list-style-type: none">• What other social media groups have already been established to address concerns/issues on a local and national level.• How to advocate and engage online.• Creating a message – Be firm in your messaging and ensuring adequate information is being promoted.• Effective online tools (Speech, images, keywords, hashtags)	Trainer
4:45pm – Closing	Youth/Mentor Activity: <p>Brainstorm on creating your social media message</p> <ul style="list-style-type: none">• Message/Slogan• 3 Keys Words• 2 catchy hashtags• Image to represent your cause• ensure appropriateness of content	
Homework:	Putting it all together: Create a social media message to inform the community of your topic of concern. This is your opportunity to spread awareness of the mission, prove existence of the issue in your community and most importantly show your plan of action.	

**Youth Advocacy Program: Debriefing and Next Steps
Session 8 Agenda**

4:00pm – 4:15pm	Check-In: Snowball Fight Everyone writes three things they have learned from the group on a piece of paper. They then wad it up and throw to the center of the room. Everyone takes a turn opening and reading each other's ideas.	Youth
4:15pm – 4:30pm	Debriefing Circle A reflection on the skills and experiences which each person, including mentors, will take away post-group. What personal insights, skills, attributes, awareness and internal resources have they learned from this experience? How will this be useful in the future?	Trainer
4:00pm – 5:00pm	Now what? Returning to your groups/pairings let's brainstorm what's next? <ol style="list-style-type: none">1. Is there any follow-up needed?2. Are there future conversations that need to take place to continue momentum?3. What supports do I need to continue this initiative further?4. What is my immediate next step?	Mentor's
5:00pm-Closing:	Present the various opportunities which youth have options to get involved. These options include information on the LWV and other non-profit agencies which are involved in advocacy work	Trainer
Celebratory (Optional):	Invite youth and families to a Celebration of Completion. Present Certificates of Completion and allow youth to share their experience over snack and drinks.	



Certificate of Completion
PRESENTED TO

for completing the Santa Fe County League of Women
Voter's Youth Advocacy Program.

SFCLWV President

**HS & Civic Engagement
Program Manager**



Youth Advocacy Program Post-Test

* 1. How confident are you now with public speaking?

- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

* 2. How familiar are you now with identifying needs within your community?

- Very familiar
- Somewhat familiar
- Not at all familiar

* 3. How confident are you with speaking up for your ideas and the ideas of others?

- Very confident
- Somewhat confident
- Not so confident
- Not at all confident

* 4. How familiar are you with conducting research to support your ideas and concerns?

- Very familiar
- Somewhat familiar
- Not so familiar

* 5. How confident are you in now your writing skills to clearly communicate your ideas to others?

- Very confident
- Somewhat confident
- Not at all confident

6. How likely are you to recommend the Youth Advocacy Program your peers?

- Very likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very unlikely

7. How likely are you to continue being an advocate in your community?

- Very likely
- Likely
- Neither likely nor unlikely
- Unlikely
- Very unlikely

8. Do you feel like you were able to develop an affect action plan that you can present to stakeholders and policy makers?

- Agree
- Neither agree nor disagree
- Disagree

* 9. What have you learned by participating in the Youth Advocacy Program?

The League of Women Voters can help you...

- Identify and research your cause
- Spread the word and rally support
- Build an action team and make a plan
- Lobby policy makers and legislators

By 2024, Gen-Z-ers and Millennials will be the largest voting bloc in the country.

Use your power to make the world you want to live in!

