

**SAYD Family & Community Relationships Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>SAYD FCR1:</u></b> Recognizes and supports diverse cultural backgrounds and family structures in SAY.</p> <p><b>SAYD:</b> 2-4F1, 2-4F2, 2-4F3, 2-4F4, 2-4F5, 2-4F6</p> <p><b>NAA:</b> 1, 7</p> <p><b>IPTS:</b> 1A, 3C, 3N, 9B, 9L, 11P</p> <p><b>COA:</b> 10.01, 13.01, 13.03</p> <p><b>ACT Now:</b> 15.4, 18.1-18.6, 20.1-20.4, 24.4, 24.6- 24.8, 27.1-27.4</p>	<p>Identifies privileges, rights, and obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects and accommodates family structures and responsively accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p> <p>Uses research to identify rationale for recognizing and supporting diverse cultural backgrounds and family structures.</p>	<p>Identifies privileges, rights, and obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects and accommodates family structures and responsively accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p>	<p>Identifies privileges, rights, or obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Respects family structures and accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p>	<p>Inaccurately identifies privileges, rights, or obstacles that families encounter based on their family structures and how family context and frame-of-reference influences school-age and youth development and choices.</p> <p>Engages in behavior that is disrespectful to family structures and accounts for culture, race, ethnicity, religion, parental structure, sexual orientation, health/ability, location, and economic conditions when interacting with SAY and families.</p>	
<p><b><u>SAYD FCR2:</u></b> Identifies professional roles and supports needed for positive SAY development.</p> <p><b>SAYD:</b> 2-4F7, 2-4F8, 2-4F9, 2-4F10, 2-4F11</p> <p><b>NAA:</b> 2, 4, 24, 25</p> <p><b>IPTS:</b> 3C, 6C, 7I, 9A, 9L, 9M, 11K</p> <p><b>COA:</b> 1.02, 4.02, 10.02, 11.02, 13.03, 13.05</p> <p><b>ACT Now:</b> 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 25.1-25.5</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth and the development of healthy relationships with a multiplicity of adults.</p> <p>Recognizes professional boundaries and confidentiality needs when working with families, school-age and</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth and the development of healthy relationships with a multiplicity of adults.</p> <p>Recognizes professional boundaries and confidentiality needs when working with families, school-age and youth, and in the community.</p>	<p>Identifies models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth.</p> <p>Recognizes professional boundaries and confidentiality needs when working with school-age and youth.</p>	<p>Identifies inaccurate models, roles and attributes, skills, characteristics, communication and collaboration skills, and qualities needed to support young people’s growth.</p> <p>Utilizes professional boundaries in a way that undermines positive SAY development.</p>	

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	youth, and in the community.  Identifies professional goals supportive of role growth.				
<p><b><u>SAYD FCR3:</u></b>                      Describes practices that strengthen family and community connections for SAY.</p> <p><b>SAYD:</b> 2-4A18, 2-4F12, 2-4F13, 2-4F14, 2-4F16, 2-4F17, 2-4F18, 2-4F19, 2-4F20, 2-4F21</p> <p><b>NAA:</b> 2, 7, 23, 24, 25</p> <p><b>IPTS:</b> 3C, 3E, 3F, 7C, 7D, 7I, 7H, 9B, 9K, 9M</p> <p><b>COA:</b> 3.01, 4.02, 5.03, 10.02, 11.02, 11.03, 11.04, 13.03</p> <p><b>ACT Now:</b> 18.1-18.6, 21.1, 23.1-23.4, 25.1-25.5, 28.1, 28.2, 29.1-29.3</p>	<p>Gives examples of effective verbal communication skills and effective strategies to adapt communication and collaboration styles and formats supportive of positive interaction and professional and interpersonal development.</p> <p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families and how to support meaningful family engagement.</p> <p>Identifies local organizations and opportunities that present possibilities for partnership and collaboration.</p> <p>Identify strategies that promote family identification of community connections.</p>	<p>Gives examples of effective verbal communication skills and effective strategies to adapt communication and collaboration styles and formats supportive of positive interaction and professional and interpersonal development.</p> <p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families and how to support meaningful family engagement.</p> <p>Identifies local organizations and opportunities that present possibilities for partnership and collaboration.</p>	<p>Gives examples of verbal communication skills and strategies to adapt communication and collaboration styles.</p> <p>Considers backgrounds, perspectives, and biases attributed to school-age and youth’s families.</p> <p>Identifies local organizations and opportunities for SAY and their families.</p>	<p>Gives inaccurate examples of verbal communication skills and strategies to adapt communication and collaboration styles.</p> <p>Inaccurately interprets backgrounds, perspectives, and biases attributed to school-age and youth’s families.</p> <p>Identifies inappropriate local organizations and opportunities for SAY and their families.</p>	
<p><b><u>SAYD FCR4:</u></b>                      Employs practices that strengthen family and community connections for SAY.</p> <p><b>SAYD:</b> 2-4B32, 2-4F15, 2-4F22, 2-4F23, 5F16</p> <p><b>NAA:</b> 1, 5, 25</p>	Identifies strategies that promote family participation within community organizations.	<p>Uses a variety of intentionally inviting communication formats and collaboration strategies to convey information and facilitate group work.</p> <p>Shares community resources and engages in community events relevant to school-age</p>	<p>Uses communication formats and collaboration strategies to convey information and facilitate group work.</p> <p>Shares community resources and engages in community events.</p>	Uses communication formats and collaboration strategies that undermine information sharing and group work.	

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<p><b>IPTS:</b> 5K, 9A, 9D, 9L, 9M</p> <p><b>COA:</b> 3.01, 4.01, 10.01, 10.02, 11.02, 13.02</p> <p><b>ACT Now:</b> 4.6, 18.1-18.6, 25.1-25.5</p>		<p>and youth and family interests.</p>			
<p><b><u>SAYD FCR 5:</u></b> Recognizes and collaborates with the key community institutions that impact the lives of SAY and their families.</p> <p><b>SAYD:</b> 2-4B7, 2-4B39, 2-4F24, 2-4F25, 2-4F29, 2-4F30, 2-4F31, 2-4F32, 2-4F33, 2-4F34, 2-4F35, 2-4F36</p> <p><b>NAA:</b> 1, 7, 8, 13, 23, 25, 28</p> <p><b>IPTS:</b> 3G, 3L, 4C, 5L, 5Q, 6M, 9A, 9E, 9I, 9L, 9M, 11B, 11F, 11G</p> <p><b>COA:</b> 3.01, 4.04, 4.06, 5.05, 5.07, 6.01, 11.02-11.04, 13.06</p> <p><b>ACT Now:</b> 1.1, 1.2, 1.4, 9.1, 11.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 28.1, 28.2, 29.1-29.3, 30.10, 30.2</p>	<p>Connects and supports school-age and youth and families in meaningful engagement with community resources</p> <p>Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.</p> <p>Identifies effective skills needed for multi-disciplinary team collaboration, including legal and professional responsibilities.</p> <p>Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.</p> <p>Empowers families to collaborate with key community institutions.</p>	<p>Connects and supports school-age and youth and families in meaningful engagement with community resources</p> <p>Identifies key school and community personnel for consultation to facilitate inclusion of school-age and youth with disabilities.</p> <p>Identifies effective skills needed for multi-disciplinary team collaboration, including legal and professional responsibilities.</p> <p>Identifies local political leaders, stakeholders, and systems that have influence on school-age and youth services.</p>	<p>Connects school-age and youth and families to community resources.</p> <p>Identifies school and community personnel for consultation.</p> <p>Identifies skills needed for multi-disciplinary team collaboration.</p> <p>Identifies local political leaders, stakeholders, and systems.</p>	<p>Connects school-age and youth and families to irrelevant community resources.</p> <p>Identifies school and community personnel for consultation who are not connected to SAY or SAY programming.</p> <p>Identifies inappropriate skills for multi-disciplinary team collaboration.</p> <p>Identifies local political leaders, stakeholders, and systems who are unlikely to support SAY and SAY programming.</p>	

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<p><b><u>SAYD FCR6:</u></b>                      Draws on the backgrounds of SAY and families when creating programs, environments, and curriculum.</p> <p><b>SAYD:</b> 5A22, 5A31, 5F1, 5F2, 5F3, 5F4, 5F5, 5F6</p> <p><b>NAA:</b> 2, 7, 23, 24</p> <p><b>IPTS:</b> 1A, 2F, 3C, 3E, 3F, 3I, 3J, 9K, 9L</p> <p><b>COA:</b> 3.02, 5.03, 5.05, 10.01, 10.02, 10.03, 13.07</p> <p><b>ACT Now:</b> 15.4, 18.1-18.6, 20.1-20.4, 21.1, 23.1-23.4, 24.4, 24.6-24.8, 27.1-27.4, 29.1-29.3</p>	<p>Collaboratively evaluates and develops a variety of strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice and supportive collaboration through reflective examination of oneself, personal experiences, personal assumptions, and dialogue with colleagues.</p> <p>Draws on the backgrounds and developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p> <p>Respectfully collaborates with SAY and families in creating programs, environments, and curriculum.</p>	<p>Collaboratively evaluates and develops a variety of strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice and supportive collaboration through reflective examination of oneself, personal experiences, personal assumptions, and dialogue with colleagues.</p> <p>Draws on the backgrounds and developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p>	<p>Evaluates and develops a variety of strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice or supportive collaboration through reflective examination of oneself, personal experiences, personal assumptions, and dialogue with colleagues.</p> <p>Draws on the backgrounds or developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p>	<p>Evaluates and develops ineffective strategies, activities, and responses to work with school-age, youth, and families from diverse cultural, ability interest, and family backgrounds.</p> <p>Engages in reflective practice that does not lead to supportive programs, environments, and curriculum.</p> <p>Does not incorporate the backgrounds or developmental needs of school-age, youth, and families when creating programs, environments, and curriculum.</p>	
<p><b><u>SAYD FCR7:</u></b>                      Models and promotes the adult supports needed for positive SAY development.</p> <p><b>SAYD:</b> 5F7, 5F8, 5F9, 5F10, 5F11, 5F12</p> <p><b>NAA:</b> 2, 4, 7, 23</p> <p><b>IPTS:</b> 2D, 3C, 9A, 9D, 10E</p> <p><b>COA:</b> 3.01, 10.02, 10.03, 11.02</p>	<p>Utilizes current theories to maintain a range of professional relationships with school-age and youth and to understand the impact and interaction of family, school, and community organizations on support available.</p> <p>Uses collaboration skills to develop action goals for</p>	<p>Utilizes current theories to maintain a range of professional relationships with school-age and youth and to understand the impact and interaction of family, school, and community organizations on support available.</p> <p>Uses collaboration skills to develop action goals for adults to be effective allies, advocates</p>	<p>Utilizes theory to maintain a range of professional relationships with school-age and youth.</p> <p>Uses communication skills to develop action goals for adults.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, or community</p>	<p>Inaccurately applies theory to the maintenance of professional relationships with school-age and youth.</p> <p>Uses inappropriate communication skills to develop action goals for adults.</p> <p>Develops a professional plan that undermines</p>	

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<p><b>ACT Now:</b> 18.1- 18.6, 19.1, 19.2, 20.1- 20.4, 21.2, 25.1-25.5</p>	<p>adults to be effective allies, advocates and asset builders with school-age and youth.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p> <p>Utilizes research and the evidence base to support modeling strategies utilized.</p>	<p>and asset builders with school-age and youth.</p> <p>Develops a professional plan for creating collaborative relationships with families, schools, and community organizations.</p>	<p>organizations.</p>	<p>collaborative relationships with families, schools, or community organizations.</p>	
<p><b>SAYD FCR8:</b> Builds and supports partnerships with the key community institutions that impact the lives of SAY and their families.</p> <p><b>SAYD:</b> 5F24, 5F25, 5F28, 5F29, 5F33, 5F34, 5F35, 5F37</p> <p><b>NAA:</b> 8, 25, 34</p> <p><b>IPTS:</b> 1A, 9A, 9D, 9E, 9K, 9L, 11N</p> <p><b>COA:</b> 1.02, 10.03, 11.01, 11.02, 11.04</p> <p><b>ACT Now:</b> 1.02, 11.01, 19.1, 20.1-20.3, 21.1, 28.1, 28.2, 29.1-29.3, 30.1, 30.2</p>	<p>Defines system thinking and principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates collaborative skills, including collaborative consultation or habits of highly effective teams, when working with people and teams in systems and institutions that affect school-age and youth.</p> <p>Constructs, facilitates, and implements a plan for communicating with local leaders/ stakeholders, and joining with similar organizations to advocate for services and supporting the interests of school-age, youth, and families.</p> <p>Connects families to educational opportunities.</p>	<p>Defines system thinking and principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates collaborative skills, including collaborative consultation or habits of highly effective teams, when working with people and teams in systems and institutions that affect school-age and youth.</p> <p>Constructs, facilitates, and implements a plan for communicating with local leaders/ stakeholders, and joining with similar organizations to advocate for services and supporting the interests of school-age, youth, and families.</p> <p>Connects families to educational opportunities.</p>	<p>Defines system thinking or principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates collaborative skills when working with people and teams in systems and institutions that affect school-age and youth.</p> <p>Constructs, facilitates, or implements a plan for communicating with local leaders/ stakeholders, and joining with similar organizations to advocate for services and supporting the interests of school-age, youth, and families.</p> <p>Connects families to community opportunities.</p>	<p>Provides an in accurate definition of system thinking or principles of adult learning and their impact on SAY service delivery.</p> <p>Demonstrates skills that undermine effective partnership with people and teams.</p> <p>Constructs, facilitates, or implements a plan that undermines effective partnership with local leaders/ stakeholders, and other organizations.</p> <p>Undermines family participation in educational opportunities.</p>	

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	Identifies and implements strategies that support family partnership with key community institutions.				
<p><b><u>SAYD FCR9:</u></b> Supports, and advocates collaborative practices including families and support professionals in meeting the special needs of SAY.</p> <p><b>SAYD:</b> 2-4A27, 2-4F26, 2-4F27, 5A5, 5F26, 5F27, 5F30, 5F31, 5F39</p> <p><b>NAA:</b> 2, 14, 23, 24, 35, 26</p> <p><b>IPTS:</b> 2E, 2G, 3A, 4S, 9F, 9G, 9N, 11F, 11G, 11H</p> <p><b>COA:</b> 3.02, 3.04, 10.03, 11.04, 13.07</p> <p><b>ACT Now:</b> 1.3, 5.4, 16.3, 16.4, 20.1, 20.2, 21.1, 23.1-23.4, 24.1-24.10, 27.1-27.4, 28.1, 28.2, 29.1-29.3, 30.1, 30.2</p>	<p>Collaborates with families and schools as a member of a multi-disciplinary team of as part of an Individual Education Program process, as appropriate, to support the special needs of school-age and youth and to link individuals, organizations, and existing networks.</p> <p>Summarizes the rights of parents, school-age, and youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Articulates federal and state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p> <p>Identifies strategies that empower families in collaborating with others to meet the special needs of</p>	<p>Collaborates with families and schools as a member of a multi-disciplinary team of as part of an Individual Education Program process, as appropriate, to support the special needs of school-age and youth and to link individuals, organizations, and existing networks.</p> <p>Summarizes the rights of parents, school-age, and youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Articulates federal and state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p>	<p>Collaborates with families or schools as a member of a multi-disciplinary team of as part of an Individual Education Program process.</p> <p>Summarizes the rights of parents, school-age, or youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Articulates federal or state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p>	<p>Engages in interactions that undermine collaboration with families or schools as a member of a multi-disciplinary team of as part of an Individual Education Program process.</p> <p>Provides an inaccurate summary of the rights of parents, school-age, or youth when school-age and youth are referred for special education or placed in special education programming in the schools.</p> <p>Provides an inaccurate overview of federal or state laws related to referral for special education or services in a range of contexts and defines the roles of school-age and youth, family members, community agencies and other professionals in the multidisciplinary team and Individual Education Program process.</p>	

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	SAY.				
<p><b><u>SAYD FCR10:</u></b> Identifies and develops an array of local allies and resources in the community, for SAY.</p> <p><b>SAYD:</b> 2-4F38, 2-4F39, 2-4F41</p> <p><b>NAA:</b> 25, 36</p> <p><b>IPTS:</b> 8B, 9A, 9D, 9E, 9L, 11N</p> <p><b>COA:</b> 11.01, 11.02</p> <p><b>ACT Now:</b> 9.1-9.4, 19.1, 20.2, 20.3, 21.1, 21.2, 28.1, 28.2</p>	<p>Develops a network of individuals and organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Identifies situations where education and/or advocacy is called for, and communicates an action plan for addressing a need.</p> <p>Identifies strategies and supports families in collaborating with local allies in support of SAY.</p>	<p>Develops a network of individuals and organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Identifies situations where education and/or advocacy is called for, and communicates an action plan for addressing a need.</p>	<p>Develops a network of individuals or organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Identifies situations where education and/or advocacy is called for.</p>	<p>Engages in behaviors that inhibit the development of a network of individuals or organizations identified as allies, resources, and partners through utilizing technology and personal connections.</p> <p>Inaccurately identifies situations where education and/or advocacy is called for.</p>	
<p><b><u>SAYD FCR11:</u></b> Advocates for supports, opportunities, and services for SAY and families.</p> <p><b>SAYD:</b> 5B27, 5F13, 5F14, 5F15, 5F17, 5F18, 5F19, 5F20, 5F21, 5F22, 5F23</p> <p><b>NAA:</b> 1, 2, 5, 7, 13, 23, 24, 25</p> <p><b>IPTS:</b> 3B, 3E, 3G, 3N, 5A, 5D, 5H, 5K, 5L, 5N, 5R, 7D, 7I, 7K, 9A, 9H, 9K, 9L</p> <p><b>COA:</b> 3.01, 3.03, 3.04, 4.01, 4.02, 4.06, 6.01, 10.02, 10.03, 11.01, 11.02, 13.02, 13.03</p> <p><b>ACT Now:</b> 4.6, 18.1-18.6, 21.1, 28.1, 28.2, 30.2</p>	<p>Adapts verbal communication style, technology, written communication templates and processes, and translation services to enhance interaction with a variety of people by considering such things as major languages present in the community, those who are deaf or hard of hearing, and literacy levels.</p> <p>Engages in regular, collaborative contact with stakeholders that identifies the reasons, purpose, and role of school-age and youth programs</p> <p>Assesses, develops and</p>	<p>Adapts verbal communication style, technology, written communication templates and processes, and translation services to enhance interaction with a variety of people by considering such things as major languages present in the community, those who are deaf or hard of hearing, and literacy levels.</p> <p>Engages in regular, collaborative contact with stakeholders that identifies the reasons, purpose, and role of school-age and youth programs</p> <p>Assesses, develops and supports resources, referral systems, opportunities and</p>	<p>Uses verbal communication style, technology, written communication templates and processes, and translation services to support individuals.</p> <p>Engages in contact with stakeholders that identifies the reasons, purpose, and role of school-age and youth programs</p> <p>Identifies resources, referral systems, opportunities and services for school-age, youth, and families that are intentionally inviting and responsive to diverse school-age, youth, families, staff, and community.</p>	<p>Uses verbal communication style, technology, written communication templates and processes, and translation services that undermine supportive practices.</p> <p>Engages in contact with stakeholders that inaccurately identifies the reasons, purpose, and role of school-age and youth programs.</p> <p>Identifies inappropriate resources, referral systems, opportunities and services for school-age, youth, and families that are intentionally inviting and responsive to</p>	

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	<p>supports resources, referral systems, opportunities and services for school-age, youth, and families that are intentionally inviting and responsive to diverse school-age, youth, families, staff, and community.</p> <p>Supports families as advocates for supports, opportunities, and services for SAY.</p>	<p>services for school-age, youth, and families that are intentionally inviting and responsive to diverse school-age, youth, families, staff, and community.</p>		<p>diverse school-age, youth, families, staff, and community.</p>	
<p><b><u>SAYD FCR12:</u></b> Creates opportunities to seek support from diverse and non-traditional partners, mobilize people, and build trust around an identified community need.</p> <p><b>SAYD:</b> 5F38, 5F40, 5F41, 5F42, 5F43, 5F44</p> <p><b>NAA:</b> 25, 31, 36</p> <p><b>IPTS:</b> 9H, 9M, 11B, 11D, 11J, 11N</p> <p><b>COA:</b> 11.01, 11.02</p> <p><b>ACT Now:</b> 7.1, 9.1-9.4, 19.1, 20.2, 20.3, 21.1, 21.2, 28.1, 28.2</p>	<p>Summarizes professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Employs processes to identify, collaborate, and seek support from resources and services available to families., school-age, and youth.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p> <p>Identifies strategies that support families in seeking support for SAY programming.</p>	<p>Summarizes professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Employs processes to identify, collaborate, and seek support from resources and services available to families, school-age, and youth.</p> <p>Explains the concept of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</p> <p>Participates in an education/advocacy campaign related to school-age and youth.</p>	<p>Identifies professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Employs processes to identify collaborate, or seek support from resources and services available to families, school-age, and youth.</p> <p>Explains the concept of lobbying.</p> <p>Identifies education/advocacy campaigns related to school-age and youth.</p>	<p>Inaccurately identifies professional codes of ethics, values, vision, or mission statements relevant to school-age and youth development work.</p> <p>Engages in processes that undermine effective collaboration in support of resources and services for SAY in their families.</p> <p>Provides an inaccurate or incomplete explanation of the concept of lobbying.</p> <p>Identifies education/advocacy campaigns that are not related to school-age and youth.</p>	

**SAYD Family & Community Relationships Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b>SAYD FCR13:</b>                      Develops skills and opportunities supportive of relationship building, community involvement, community development, and financial literacy.</p> <p><b>SAYD:</b> 5B10, 5B28, 5B44</p> <p><b>NAA:</b> 1, 2, 5, 14, 17</p> <p><b>IPTS:</b> 4J, 5A, 5G, 5K, 5L, 7J, 10E</p> <p><b>COA:</b> 3.01, 3.02, 4.02, 4.04, 5.07</p> <p><b>ACT Now:</b> 1.1, 1.2, 1.4, 15.4, 18.1-18.6, 19.1, 19.2, 20.1-20.4, 21.1, 21.2, 28.1, 28.2</p>	<p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, community development, and financial literacy.</p> <p>Employs restorative practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.</p> <p>Identifies strategies that support SAY and their families in relationship building, community involvement, community development, Development and financial literacy.</p>	<p>Scaffolds concepts to intentionally build skills in the areas of relationship building, community involvement, community development, and financial literacy.</p> <p>Employs restorative practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.</p>	<p>Intentionally builds skills in the areas of relationship building, community involvement, community development, and financial literacy.</p> <p>Identifies practices such as building and strengthening personal and community relationships, peacemaking circles, and decision making processes.</p>	<p>Identifies inaccurate relationship building, community involvement, community development, and financial literacy skills.</p> <p>Identifies practices that undermine personal and community relationships, peacemaking circles, and decision making processes.</p>	

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue