

**SAYD Advocacy and Policy Master Rubric**

Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
<p><b><u>SAYD AP1:</u></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 recognizes 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>	
<p><b><u>SAYD AP2:</u></b> Recognizes implications of public policy and advocacy with regard to professional practice.</p> <p><b>SAYD:</b> 2-4F40, 2-4I5, 2-4I6, 2-4I7, 2-4I8</p> <p><b>NAA:</b> 23, 24, 25</p> <p><b>IPTS:</b> 9A, 9B, 9K, 11N</p> <p><b>COA:</b> 10.02</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</p>	<p>Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft, unauthorized use, damage, or destruction.</p> <p>Contributes to creating a program budget, when appropriate.</p>	<p>Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft.</p> <p>Identifies factors that comprise a program budget.</p> <p>Follows agency, legal and fiduciary policies and</p>	<p>Follows policies and procedures to gain appropriate documentation for the use of program resources and to protect confidential and other sensitive information from theft in an inconsistent manner.</p> <p>Identifies irrelevant factors that comprise a program budget.</p>	

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<p><b>ACT Now:</b> 18.1-18.6, 20.2, 21.1</p>	<p>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 public policy and advocacy guidelines as a foundation of practice.</p>	<p>Follows agency, legal and fiduciary policies and procedures and documentation strategies for adults working in the program (e.g. background checks).</p>	<p>procedures.</p>	<p>Does not comply with agency, legal and fiduciary policies and procedures.</p>	
<p><b>SAYD AP3:</b> Advocates with and on behalf of SAY, with peers, colleagues, and other stakeholders.</p> <p><b>SAYD:</b> 2-4I17, 2-4I18, 2-4I19</p> <p><b>NAA:</b> 7, 24, 25</p> <p><b>IPTS:</b> 9A, 10G, 11E, 11N</p> <p><b>COA:</b> n/a</p> <p><b>ACT Now:</b> n/a</p>	<p>Communicates knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Joins with others (e.g. colleagues, organizations, and school-age and youth) to advocate for school-age and youth's rights in the community.</p> <p>Uses research as a foundation for advocacy efforts.</p>	<p>Communicates knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Joins with others (e.g. colleagues, organizations, and school-age and youth) to advocate for school-age and youth's rights in the community.</p>	<p>Communicates partial knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Identifies partners (e.g. colleagues, organizations, and school-age and youth) for advocating for school-age and youth's rights in the community.</p>	<p>Communicates a lack of knowledge of school-age and youth and family advocacy issues with colleagues, families, volunteers, and school-age and youth.</p> <p>Identifies irrelevant partners (e.g. colleagues, organizations, and school-age and youth) for advocating for school-age and youth's rights in the community.</p>	

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<p><b><u>SAYD AP4:</u></b> Assumes a leadership role when advocating SAY rights.</p> <p><b>SAYD:</b> 5I24, 5I25, 5I26, 5I27, 5I28, 5I29, 5I30, 5I31</p> <p><b>NAA:</b> 2, 3, 14, 25</p> <p><b>IPTS:</b> 4J, 5K, 6G, 9M, 11L, 11N</p> <p><b>COA:</b> 3.02, 3.04, 11.02</p> <p><b>ACT Now:</b> 18.1, 18.2, 18.4- 18.6, 20.4, 21.2, 22.1-22.4</p>	<p>Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Creates formal and informal educational opportunities about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments).</p> <p>Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community.</p> <p>Identifies strategies to support others in developing a leadership role.</p>	<p>Facilitates opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Creates formal and informal educational opportunities about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments).</p> <p>Cultivates demand for work and skills of school-age and youth both within the organization and in the larger community.</p>	<p>Identifies opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Identifies opportunities for formal and informal educations about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments).</p> <p>Identifies work opportunities and needed skills of school-age and youth both within the organization and in the larger community.</p>	<p>Identifies inaccurate or inappropriate opportunities for school-age and youth to become educated and lead events on their strengths, rights, and needs.</p> <p>Identifies inaccurate or inappropriate opportunities for formal and informal educations about the rights of school-age and youth for staff, families, and community members (e.g. dialogue nights, intergenerational gatherings, and teachable/learnable moments).</p> <p>Identifies inaccurate or inappropriate opportunities work opportunities and skills of school-age and youth both within the organization and in the larger community.</p>	
<p><b><u>SAYD AP5:</u></b> Utilizes experience, knowledge, and research to plan and lead change and advocacy through collaborative partnerships for SAY and families.</p> <p><b>SAYD:</b> 2-4I9, 2-4I10, 2-4I11, 2-4I12, 2-4I13, 2-4I14, 2-4I15, 2-4I16</p> <p><b>NAA:</b> 2, 25, 28</p> <p><b>IPTS:</b> 8B, 9A, 9D, 9E, 9L, 10C, 10E, 11N</p> <p><b>COA:</b> 11.01-11.04</p>	<p>Reviews current research, information, and stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.</p> <p>Compares a variety of tools that may be used to conduct a community strengths and needs assessment and advocate for SAY development and</p>	<p>Reviews current research, information, and stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.</p> <p>Compares a variety of tools that may be used to conduct a community strengths and needs assessment and advocate for SAY development and programming needs.</p>	<p>Reviews current research, information, or stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.</p> <p>Identifies a variety of tools that may be used to conduct a community strengths and needs assessment and advocate for SAY development and programming needs.</p>	<p>Draws inaccurate conclusions regarding current research, information, or stakeholders input that address and support opportunities for school-age and youth designed to increase assets and improve developmental and long-term outcomes.</p> <p>Identifies inappropriate tools for community strengths and needs assessment.</p>	

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<p><b>ACT Now:</b> 19.1, 20.2, 20.3, 21.1, 22.1-22.4, 28.1</p>	<p>programming needs.</p> <p>Compiles and coordinates a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.</p> <p>Identifies strategies to support others in planning and leading change.</p>	<p>Compiles and coordinates a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.</p>	<p>Identifies a functional network of individuals and organizations identified as allies, resources, and partners through use of technology and personal connections.</p>		
<p><b>SAYD AP6:</b> Creates strategies to monitor relevant public policies, laws, and trends to inform and educate stakeholders about issues and possible actions.</p> <p><b>SAYD:</b> 5I9, 5I10, 5I11, 5I12, 5I13</p> <p><b>NAA:</b> 24, 25</p> <p><b>IPTS:</b> 9A, 9L, 11J, 11N</p> <p><b>COA:</b> n/a</p> <p><b>ACT Now:</b> 20.2, 21.1</p>	<p>Documents the impact of public policy and identifies avenues to influence public within the legal, ethical, and practical boundaries of school-age and youth development work.</p> <p>Considers historical public policy decisions and trends and creates strategies to monitor relevant public policies, laws, and trends to modify programming and inform and educate stakeholders about issues and possible actions.</p> <p>Identifies strategies to support others in their capacity to monitor public policies, laws, and trends.</p>	<p>Documents the impact of public policy and identifies avenues to influence public within the legal, ethical, and practical boundaries of school-age and youth development work.</p> <p>Considers historical public policy decisions and trends and creates strategies to monitor relevant public policies, laws, and trends to modify programming and inform and educate stakeholders about issues and possible actions.</p>	<p>Identifies the impact of public policy.</p> <p>Considers historical public policy decisions and trends and monitors relevant public policies, laws, and trends to modify programming.</p>	<p>Incorrectly identifies the impact of public policy.</p> <p>Considers irrelevant historical public policy decisions and trends and fails to monitor relevant public policies, laws, and trends to modify programming.</p>	

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<p><b><u>SAYD AP7:</u></b> Utilizes self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p><b>SAYD:</b> 5I1, 5I2, 5I4 <b>NAA:</b> 1, 7 <b>IPTS:</b> 3E, 3F, 3N, 10E <b>COA:</b> 13.01 <b>ACT Now:</b> n/a</p>	<p>Utilizes self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Interprets &amp; facilitates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p> <p>Outlines how to support others in developing self-reflective strategies.</p>	<p>Utilizes self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Interprets &amp; facilitates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p>	<p>Identifies self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Demonstrates understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p>	<p>Identifies inappropriate self-reflective strategies for confronting and adjusting one’s own perceptions and biases about race ethnicity, religion, class, ability, sexuality, and gender diversity.</p> <p>Demonstrates a lack of understanding of symbols from a variety of cultural and religious groups that reflect identity and may also engender fear in others.</p>	
<p><b><u>SAYD AP8:</u></b> Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p><b>SAYD:</b> 5I5, 5I6, 5I7, 5I8 <b>NAA:</b> 1, 3 <b>IPTS:</b> 2A, 2G, 3E, 10E <b>COA:</b> 3.04, 5.03, 13.01 <b>ACT Now:</b> 16.2, 20.4, 21.2, 28.1, 28.2</p>	<p>Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Strategizes for gaining school-age and youth rights by promoting school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p> <p>Identifies strategies to support others in the rights of the people within relevant programs, policies, processes, and procedures.</p>	<p>Embeds the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Strategizes for gaining school-age and youth rights by promoting school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p>	<p>Identifies the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Demonstrated familiarity with school-age and youth rights by recognizing school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p>	<p>Inaccurately identifies the rights of young people within school-age and youth programs, processes, policies, and procedures.</p> <p>Demonstrates a lack of familiarity with school-age and youth rights by recognizing school-age and youth activism, participation, empowerment, voice, partnerships with adults, intergenerational equity, and civic engagement, including with non-traditional and diverse partners.</p>	

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<p><b>SAYD AP9:</b> Promotes and participates in collaborative advocacy practices that lead to positive change for youth and families.</p> <p><b>SAYD:</b> 5I14, 5I15, 5I16, 5I17, 5I18, 5I19, 5I20, 5I21, 5I22, 5I23</p> <p><b>NAA:</b> 2, 14, 24, 25</p> <p><b>IPTS:</b> 1A, 9A, 9C, 9D, 9M, 11D, 11N</p> <p><b>COA:</b> 5.02, 11.02</p> <p><b>ACT Now:</b> 19.1, 20.2, 20.3, 21.1, 22.1-22.4, 28.1</p>	<p>Identifies current research, models, and resources to engage school-age and youth in community change</p> <p>Advocates for collaborative community strategies to enhance supports and opportunities for school-age and youth.</p> <p>Constructs a plan for an education/advocacy campaign related to school-age and youth, reflective of knowledge of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</p> <p>Recognizes opportunities for testifying at public hearings regarding the strengths, rights, and needs of school-age and youth.</p> <p>Identifies strategies to support others in participating in collaborative advocacy practices.</p>	<p>Identifies current research, models, and resources to engage school-age and youth in community change</p> <p>Advocates for collaborative community strategies to enhance supports and opportunities for school-age and youth.</p> <p>Constructs a plan for an education/advocacy campaign related to school-age and youth, reflective of knowledge of lobbying and the federal, state, and local limits on lobbying of non-profit organizations.</p> <p>Recognizes opportunities for testifying at public hearings regarding the strengths, rights, and needs of school-age and youth.</p>	<p>Identifies current research, models, or resources to engage school-age and youth in community change</p> <p>Identifies collaborative community strategies to enhance supports and opportunities for school-age and youth.</p> <p>Constructs a plan for an education/advocacy campaign related to school-age and youth.</p> <p>Recognizes opportunities for testifying at public hearings.</p>	<p>Identifies inaccurate or irrelevant current research, models, or resources to engage school-age and youth in community change</p> <p>Identifies community strategies that undermine supports and opportunities for school-age and youth.</p> <p>Identifies strategies that contradict education/advocacy campaigns related to school-age and youth.</p> <p>Identifies inappropriate opportunities for testifying at public hearings.</p>	

Level 2—Yellow

Level 3—Green

Level 4—Orange

Level 5—Blue