

**A. COGNITIVE / ACADEMIC DOMAIN**

<b>MAJOR STANDARD</b> <b>A-1. Youth are actively engaged in learning activities that promote critical/creative thinking skills and build on individual interests/strengths.</b>	Select how well your program addresses each of the indicators					
INDICATORS	NOT AT ALL	SLIGHTLY WELL	MODERATELY WELL	VERY WELL	EXTREMELY WELL	OBSERVATIONAL NARRATIVE
1) Program offers a balance of intentionally designed academic and enrichment activities that are age and skill level appropriate. <u>Description</u> <ul style="list-style-type: none"> <li>• Program offers activities in a variety of areas, including core academics, arts, science, technology, engineering, math (STEM), recreation, global learning, culture, and health, etc.</li> <li>• The Utah Core Standards and evidence-based practices are utilized as resources in program planning.</li> <li>• Program activities are developed in response to and build upon participant interests, needs and strengths.</li> <li>• Activities and materials reflect the language, art, music, stories, and games from the participants' cultural traditions.</li> </ul>						
2) Program offers enrichment activities that allow youth to explore new ideas, build skills and demonstrate their knowledge in a variety of learning environments. <u>Description</u> <ul style="list-style-type: none"> <li>• Program offers a variety of interest-based enrichment activities in art, music, dance, film, technology, etc.</li> <li>• Participants are engaged in youth centered, project-based, and experiential learning activities every day and over time.</li> <li>• Program provides opportunities for youth to demonstrate their knowledge and showcase their work (performances, projects, etc.).</li> </ul>						



**NOT AT ALL**  
Indicator is not addressed or not present.

**SLIGHTLY WELL**  
Indicator is minimally present or not well-executed.

**MODERATELY WELL**  
Indicator achieves basic elements of quality recommendations.

**VERY WELL**  
Indicator is addressed completely and fully followed.

**EXTREMELY WELL**  
Indicator is addressed exceptionally. This aspect of the program demonstrates significant creativity and intentionality and could serve as a model for other programs.  
\*Observational Narrative is required.

**A. COGNITIVE / ACADEMIC DOMAIN**

<b>MAJOR STANDARD</b> <b>A-2. Academic support/interventions are aligned with school-day curricula and address student learning needs.</b>	Select how well your program addresses each of the indicators					
<b>INDICATORS</b>	<b>NOT AT ALL</b>	<b>SLIGHTLY WELL</b>	<b>MODERATELY WELL</b>	<b>VERY WELL</b>	<b>EXTREMELY WELL</b>	<b>OBSERVATIONAL NARRATIVE</b>
1) Program offers needs-based academic support, including tutoring and/or homework help. <u>Description</u> <ul style="list-style-type: none"> <li>Academic support, including tutoring and homework help, is provided on a regular schedule.</li> <li>Staff has access to resources and support to provide needs-based academic assistance.</li> </ul>						
2) Program establishes communication with school day administration and staff regarding academic and behavioral progress of participants. <u>Description</u> <ul style="list-style-type: none"> <li>Mechanisms for regular communication are established to address needs and share resources to best support participant learning and success (e.g. meetings, phone calls, notes, home visits, emails, etc.)</li> <li>Program staff, school staff, and/or parents/guardians communicate regularly to share the academic and behavioral strengths, progress and needs of participants.</li> </ul>						
3) Program coordinates with day school to align academic components and activities to Utah Core Standards. <u>Description</u> <ul style="list-style-type: none"> <li>School and afterschool staff discuss how student learning and overall success can be supported through afterschool activities and experiences.</li> <li>Program and school day staff work together to integrate and complement learning for youth (i.e. cross training, faculty meetings, grade level meetings, etc.).</li> <li>School and afterschool staff share data to identify youth strengths and needs and work together to support youth.</li> </ul>						



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<ul style="list-style-type: none"> <li>The Utah Core Standards and evidence-based practices are utilized as resources in program planning.</li> </ul>						
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**B. HEALTHY BEHAVIORS/LIFESTYLES DOMAIN**

<b>MAJOR STANDARD</b> <b>B-1. Program offers a variety of life skill activities and needs-based support that promote personal growth and responsible behaviors toward self and others.</b>		Select how well your program addresses each of the indicators					
INDICATORS	NOT AT ALL	SLIGHTLY WELL	MODERATELY WELL	VERY WELL	EXTREMELY WELL	OBSERVATIONAL NARRATIVE	
1) Program provides opportunities for youth to develop the skills needed to make positive choices and promote self-responsibility. <u>Description</u> <ul style="list-style-type: none"> <li>Activities include opportunities to develop intrapersonal traits (self-discipline, integrity, honesty, self-awareness and self-efficacy).</li> <li>Program activities are designed to teach essential life skills (decision-making, problem solving, negotiation, communication, etc.).</li> </ul>							
2) Program provides opportunities for youth to develop the skills needed to interact appropriately with others. <u>Description</u> <ul style="list-style-type: none"> <li>Activities include opportunities for youth to develop skills needed to work with others in a team setting (compromise, setting goals, dividing up tasks, etc.).</li> <li>Activities include opportunities to develop interpersonal</li> </ul>							



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traits (empathy, encouragement, acceptance, communication).						
<p>3) Program offers evidence-based prevention/intervention education to build skills and knowledge that promote social success of youth.</p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>Curriculum and activities address a variety of age appropriate topics that reflect the needs of the youth served (e.g. healthy relationships, substance abuse, cyber safety, anti-bullying, gang prevention, suicide prevention, pregnancy prevention, anger management, etc.).</li> </ul>						

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INDICATORS	NOT AT ALL	SLIGHTLY WELL	MODERATELY WELL	VERY WELL	EXTREMELY WELL	OBSERVATIONAL NARRATIVE
4) Program addresses needs of youth requiring individualized attention and support. Description <ul style="list-style-type: none"><li>A plan is in place to provide individualized support for youth exhibiting concerning behaviors (e.g., referral process, Student Services Committee, IEP, SEP, Youth Advocates, Mentors, etc.).</li></ul>						



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<p>5) Program provides activities that promote health and wellness.</p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Program regularly provides a variety of indoor/outdoor sports, recreation and fitness activities (team and individual sports, games, etc.).</li> <li>• Program provides health education (nutrition, hygiene, obesity prevention, stress management, positive self-image, etc.).</li> <li>• A balance between structured skill building activities and open recreation is offered (e.g. golf, basketball, soccer, yoga, dance, jump rope, etc.).</li> <li>• The Utah Core Standards and evidence-based practices are utilized as resources in program planning.</li> </ul>						
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**C. LEADERSHIP/COMMUNITY INVOLVEMENT DOMAIN**

<b>MAJOR STANDARD</b> <b><i>C-1. Program provides a variety of opportunities that enhance personal growth and development.</i></b>		<b>Select how well your program addresses each of the indicators</b>					
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<p>1) Program involves youth in planning, implementation and evaluation.</p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>• Program provides structured opportunities for youth input and involvement (e.g. youth councils, surveys, focus group, participation in the quality tool self-assessment process, etc.).</li> <li>• Regular opportunities are provided for youth to give input on program design and activities.</li> <li>• Activities reflect youth input.</li> </ul>							



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<p>2) Program provides varied opportunities for the development of personal responsibility, self-direction and leadership skills.</p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>Youth are actively engaged in leadership experiences (e.g., leaders-in-training, peer mentoring, study buddies, peer leadership team, youth council, club/activity leaders, program assignments, etc.).</li> </ul>						
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**C. LEADERSHIP/COMMUNITY INVOLVEMENT DOMAIN**

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<p>3) Program provides opportunities to build 21<sup>st</sup> century skills that prepare youth to be responsible citizens, effective communicators, and life-long learners.</p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>Activities address a variety of 21<sup>st</sup> century skills, which may include digital and financial literacy, cross-cultural skills, innovative thinking, world knowledge, etc.</li> <li>Youth have regular opportunities to work with peers of different cultures and backgrounds, to learn about world news and events, and to use technology and media.</li> <li>Youth participate in service-learning projects that benefit their community and build community attachment.</li> </ul>						
<p>4) Program incorporates interest-based and age-appropriate career exploration and college readiness experiences.</p> <p><u>Description</u></p> <ul style="list-style-type: none"> <li>Youth are exposed to a variety of career paths and the experiences and skills needed to attain them.</li> <li>Youth are involved in career readiness opportunities (e.g., guest speakers, career field trips, job shadowing, internships, apprenticeships, etc.)</li> <li>Program coordinates with post-secondary institutions, businesses and community specialists to provide college readiness opportunities (financial aid specialists, community professionals, college recruiters, college student volunteers, etc.)</li> </ul>						



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