

Area II

**DEVELOP MEANINGFUL RELATIONSHIPS
Utah Afterschool Quality Assessment and Improvement Tool**

A quality program develops, nurtures and maintains positive relationships and interactions among staff, participants’ families, schools and communities. Staff model cooperative and respectful behavior toward youth and adults and facilitate activities that foster personal growth and social competence. Cultivating partnerships with families, schools and community organizations expands the programs’ ability to address and support youth needs, strengths and interests.

A. STAFF AND YOUTH RELATIONSHIPS (DOMAIN)

A-1. Staff and youth know, respect and support each other. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
		1	2	3	4
INDICATORS					
1) Staff greet youth and make them feel welcome and comfortable.					
2) Staff are actively and consistently engaged with youth.					
3) Staff promote and demonstrate positive regard for diverse cultural backgrounds and ability levels.					
4) Staff respects, listens, and appropriately responds to needs and feelings of youth.					
5) Staff encourage youth to ask questions for understanding and actively listen to responses given.					
6) Staff facilitate positive interactions between youth and promote the development of peer relationships.					
7) Staff encourage youth input and participation in activity planning and implementation.					
8) Staff use positive techniques to guide behavior of youth in compliance with program behavior management plan.					
9) Staff encourage and guide youth to resolve their own conflicts, assisting if needed to discuss the issues and work out a solution.					

Performance Level

1 = Must address and Improve/Standards Not Met 2 = Some Progress Made 3 = Meets Standards 4 = Exceeds Standards

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B. YOUTH PEER RELATIONSHIPS (DOMAIN)

B-1. Youth demonstrate respect and support for each other. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
1) Youth interact and cooperate with each other in positive ways.					
2) Youth demonstrate positive regard for diverse cultural physical and academic difference and abilities.					

C. STAFF TO STAFF RELATIONSHIPS (DOMAIN)

C-1. Program staff model cooperation conflict resolution and positive relationships in their work with others. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
1) Time is set aside for staff communication and planning around youth and program needs.					
2) Staff communicate with each other while the program is in session about youth and program needs as they arise.					
3) Staff are respectful and cooperative with each other.					
4) Staff provide role models of positive adult relationships.					
5) Responsibilities and duties are shared so that activities and problems are handled smoothly.					
6) Interaction among staff does not interfere with program responsibilities.					

Performance Level

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D. PROGRAM, FAMILY , SCHOOL AND COMMUNITY RELATIONSHIP (DOMAIN)

D-1. Program communicates and collaborates with school and community. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
1) Program engages in school and community collaborations to plan and implement intentionally designed programs based on youth needs and interest.					
2) Program builds relationships with arts, cultural, service learning and other organizations to expand and enhance program offerings.					
3) Program develops and maintains positive working relationships with hosting organization / facility.					
D-2. Program encourages family involvement and establishes communication with parents. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
1) Program encourages families to participate in program planning and provides volunteer opportunities.					
2) Community resource information is made available to families.					
3) Families and the community participate in program events.					
4) Program staff communicate with families on matters concerning the well-being of their child as needed.					
5) Staff interact with families in a culturally appropriate, respectful, welcoming manner.					

Performance Level

1 = Must address and Improve/Standards Not Met 2 = Some Progress Made 3 = Meets Standards: 4 = Exceeds Standards

