

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. The diverse backgrounds (i.e. cultural, linguistic, socioeconomic, physical and developmental abilities) and experiences of youth and their families are valued and respected. Cultivating partnerships with families, schools and community organizations expands the program's 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 promote a respectful and welcoming environment for all youth.					
2) Staff facilitate and participate in all program activities with youth.					
3) Staff promote and demonstrate positive regard for diverse cultural backgrounds and ability levels.					
4) Staff respects, listens, and appropriately responds to the needs and feelings of youth.					
5) Staff model and facilitate positive interactions to promote the development of healthy relationships between staff and youth.					
6) Staff model and facilitate positive interactions to promote the development of healthy relationships among youth.					
7) Staff encourage youth input and participation in activity planning.					
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.					

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. STAFF TO STAFF RELATIONSHIPS (DOMAIN)

B-1. 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 during program hours about youth and program needs as they arise.					
3) Staff are role models of positive adult relationships.					
4) Responsibilities and duties are shared among staff so that activities are effectively implemented and potential problems are handled smoothly.					
5) Interaction among staff during program time is related to youth and program needs.					

Performance Level

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

C-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 interests.					
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 and collaborating organizations.					
C-2. Program fosters family involvement to support program goals. (MAJOR STANDARD)	Observations / Rationale	Performance Level			
INDICATORS		1	2	3	4
1) Program encourages family involvement and maintains ongoing communication with parents.					
2) Community resource information is made available to families.					
3) Staff regularly interact with parents/guardians on matters concerning the well-being of their youth.					

Performance Level

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

