Develop Meaningful Relationships

Standards for Building Relationships Among Staff, Youth, Families, and Community Partners.
Once you have created an environment that is safe for youth, you are ready to begin building relationships. These indicators will not only guide you in building relationships among youth and staff, but will also help you consider how to build relationships with families and community partners.

Staff and Youth Relationships

Standard 1: *Staff and youth know, respect, and support each other.*

Score as follows:
1 = This practice is not in place
3 = We are working to implement this practice
5 = This practice is in place

Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Staff promote a respectful and welcoming environment for all youth.	• All youth are greeted by name. • Staff engage youth in friendly conversation. • Staff maintain positive and friendly body language.		
2) Staff facilitate and participate in all program activities with youth.	• Staff actively and consistently interact with youth. • Staff are on task (attentive to program). • Staff are attentive to youth needs.		
3) Staff promote and demonstrate respect for all cultural backgrounds and ability levels.	• Staff encourage and model appreciation for and understanding of diversity in backgrounds and ability levels of participating youth. • Staff guide youth to respect the cultural, physical, emotional, academic differences, and abilities of their peers.		
4) Staff respect, listen to, and appropriately respond to the needs and feelings of youth.	• Staff use open-ended questions to encourage responses from youth. • Staff encourage youth to ask questions for understanding and actively listen to responses. • Staff crouch or kneel if necessary to address youth at their eye level. • Staff address youth needs with respect and confidentiality. • Staff circulate and interact with all youth throughout activity.		

Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
5) Staff model and facilitate positive interactions to promote healthy relationships.	• Staff communicate with one another in a professional manner to address youth and program needs as they arise. • Staff work cooperatively together to ensure problems are handled smoothly. • Staff members share responsibilities by fulfilling multiple roles and responsibilities to meet the needs of participants		
6) Staff communicate with each other during program hours about youth and program needs as they arise.	• Staff communicate with one another in a professional manner to address youth and program needs as they arise. • Staff work cooperatively together to ensure problems are handled smoothly. • Staff duties are shared such that staff members fulfill multiple roles and responsibilities to meet the needs of participants		
7) Staff encourage and guide youth to resolve their own conflicts.	• Staff help youth recognize responsibility in conflict resolution. • Staff teach youth to work through conflicts in an appropriate manner and intervene when necessary. • Staff encourages youth to suggest solutions.		

Program, Family, School, and Community Relationship

Standard 1. *Program communicates and collaborates with schools and the community.*			
Score as follows: **1 = This practice is not in place** **3 = We are working to implement this practice** **5 = This practice is in place**			
Indicators of Quality	**How It Looks In Practice**	**1, 3, or 5**	**How are you implementing or working to implement this practice?**
1) Program engages in school collaborations to plan and implement intentionally designed programs based on youth needs and interests.	• Program staff are familiar with UAN's school-day alignment tools and self-assessment rubric. ○ https://utahafterschool.org/program-resources/school-day-and-afterschool-alignment • Program connects with the school to provide services that are responsive to youth academics and social needs.		
2) Program builds relationships with arts, culture, service learning and other organizations to expand and enhance program offerings.	• Partners provide activities or services to build on youth talents, skills, and strengths.		

3) Program develops and maintains positive working relationships with partners.	• Program intentionally develops partnerships with community organizations to address program goals and respond to student needs and interests. • Program works with partnering organizations to establish program goals and develop plans for implementation. • A mechanism is in place to address issues, problems, or potential opportunities with partnering organizations		

Standard 2. *Program fosters family engagement to support program goals.*

Score as follows:
1 = This practice is not in place
3 = We are working to implement this practice
5 = This practice is in place

Indicators of Quality	How It Looks In Practice	1, 3, or 5	How are you implementing or working to implement this practice?
1) Program encourages family engagement and maintains ongoing outreach efforts with parents.	• Program connects with families to provide services that are responsive to youth academic and social needs • Program encourages parents to actively participate in the program (i.e., planning, decision making, meetings, advocacy opportunities, and volunteering). • Program incorporates input from families as part of ongoing planning and improvement efforts. • Family members participate in the program. • Community members participate in the program.		
2) Program makes community resource information available to families.	• Information regarding relevant community resources is provided to families.		
3) Staff interact with parents/ guardians on matters concerning the well-being of their youth.	• Staff communicate with parents/ guardians, in formal and informal ways, on matters both positive and negative concerning their youth. • Staff interact with families in a culturally-appropriate, respectful, and welcoming manner.		