

Indicator: Overall, *program participants and staff* demonstrate positive and respectful relationships.

Far Below Standard	Below Standard	Meets Standard	Above Standard
<p>Little to no interactions among staff and participants demonstrate a positive rapport and mutual respect. Tone is sharp, demeaning and sometimes hurtful. Interactions are often tense, hostile, and/or insensitive.</p> <p>Staff ignore comments or slurs made by participants that are intended to hurt others, and do not make efforts to address/redirect the behavior.</p>	<p>Some staff demonstrate a positive rapport with participants and with each other but this is not consistent. At times, tone is sharp, demeaning and sometimes hurtful. Some interactions are tense, hostile, or insensitive.</p> <p>At times, staff ignore comments or slurs made by participants intended to hurt others and do not make efforts to address/redirect the behavior.</p>	<p>Staff demonstrate a positive rapport with each other and with participants. Staff know participants by name. Tone is calm and respectful.</p> <p>When negative comments and/or slurs are made by participants, staff make an effort to address/redirect the behavior.</p>	<p>Program participants and staff respectfully interact with one another and show evidence of care and empathy for those around them. Interactions seem relaxed, supportive of teamwork, inclusive of all and absent of negative behavior.</p> <p>Staff successfully intervene and redirect participants if any negative or disrespectful behavior occurs. Staff are purposeful in using positive tone, language and effective behavior management strategies/techniques as well as modeling positive behaviors.</p>

Sources: Weikart – YPQA Sense of belonging, <http://www.afsaadmin.org/wp-content/uploads/2012/02/Creating-an-Inclusive-Environment-handout.pdf>
http://cerc.msu.edu/documents/Youth-Adult%20Partnership_v1.0.pdf
<http://www.nysan.org/quality-self-assessment-tool/elements-program-quality/youth-participation-engagement/>
<https://freechild.org/ladder-of-youth-participation/>
https://ecommons.cornell.edu/bitstream/handle/1813/21946/PYD_ResourceManual.pdf;jsessionid=089C16D2BF744D8B74EE9F8C4B2F3B2D?sequence=2
 Leadership rubric- relationship component
 Emotional Safety from Weikart

Indicator: Overall, participants are actively engaged.			
Far below Standard	Below Standard	Meets Standard	Above Standard
Participants are never given the opportunity to express their ideas, concerns and opinions; staff are dismissive of participants' questions, ideas and feedback	Participants rarely express, or are asked to express, their ideas, concerns, and opinions; these opportunities happen irregularly or when a problem arises.	Participants consistently express, or are asked to express their ideas, concerns, and opinions, in structured or unstructured opportunities.	<p>Program intentionally plans for opportunities when participants are offered express their ideas, concerns, and opinions in both structured and unstructured opportunities.</p> <p>Participants are listened to and know that their input and feedback (voice and choice) inform program design and implementation.</p>

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 Leadership rubric- relationship component
 Emotional Safety from Weikart

Indicator: Overall, program environment is inclusive and promotes a sense of belonging.

Far Below Standard	Below Standard	Meets Standard	Above Standard
<p>Personal characteristics (e.g. race, gender, language, sexual orientation, socio-economic status) are not learned about, considered, valued or recognized by the program.</p> <p>The program does not promote community building. Staff do not intervene when someone is being excluded.</p>	<p>Personal characteristics (e.g. race, gender, language, sexual orientation, socio-economic status) are recognized, but rarely learned about, considered and valued or recognized by the program</p> <p>There are no formal policies or opportunities to promote community building or acknowledge program participant contributions. Staff do not consistently intervene if someone is being excluded.</p>	<p>Personal characteristics (e.g. race, gender, language, sexual orientation, socio-economic status) are recognized, shared, learned about and valued. Flexibility is demonstrated to accommodate differing participant needs and preferences, but only occurs in response to a need/situation.</p> <p>Program policies promote community building, but these opportunities may be impromptu or unstructured. Staff intervene every time someone is excluded.</p>	<p>Personal characteristics (e.g. race, gender, language, sexual orientation, socio-economic status) are recognized, shared, learned about and valued. There is an intentional plan reflected in the program design and implementation for inclusion; to accommodate differing participant needs and preferences.</p> <p>Program policies promote community building and there are structured opportunities to promote understanding and acknowledge the contributions of all program participants. Staff successfully intervene if someone is excluded.</p>

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