

# AYPA SCORE CARD



## Element 1 - Physical and Psychological Safety

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Safety 1</b> - These questions explore the program's safety practices and measures intended to protect youth from physical harm.						
<b>Safety A</b>	Materials and equipment are developmentally appropriate, well organized, in good repair, clean, well-stocked and stored properly. Youth are encouraged to help maintain materials and equipment.					
<b>Safety B</b>	Program rules are posted. Staff teach or explain rules through role modeling and interactions. Rules are applied consistently and fairly.					
<b>Safety C</b>	Staff remind youth of safety practices and intervene immediately when youth are involved in unsafe practices.					
<b>Safety D</b>	Safety checks are conducted daily. Safety hazards are removed and reported.					
<b>Safety E</b>	Youth are instructed how to use materials and equipment appropriately.					

## Element 1 - Physical and Psychological Safety

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Safety F</b>	Only authorized persons have access to the facility. The entry point to the program is monitored by staff during all operating hours. Visitors must sign in and out of the facility.					
<b>Safety G</b>	Youth check-in and -out procedures are implemented and staff take periodic head counts.					
<b>Safety H</b>	Program staff who supervise activities requiring special safety skills have the training required (e.g., swimming, rock climbing).					
<b>Safety I</b>	There is a system in place to identify youth and adult usage of restrooms, or there are separate youth and adult restrooms.					
<b>Safety J</b>	There is sufficient indoor space for the number of youth and types of activities offered, including space for homework, comfort and relaxation, storage for personal possessions, and semiprivate spaces when youth may need some time alone as well as sufficient outdoor space for sports and fitness activities.					

## Element 1 - Physical and Psychological Safety

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Safety 2</b> - These questions explore how staff support youth struggling to manage their emotions. Youth who are struggling to manage their emotions may appear distressed, depressed, or aggressive. When youth cannot manage their emotions, they are psychologically unsafe.						
<b>Safety K</b>	Staff address inappropriate youth behavior privately.					
<b>Safety L</b>	Staff listen intently to and accept youth's angry feelings while helping them express feelings in appropriate ways.					
<b>Safety M</b>	Staff acknowledge youth as they enter the program or activity.					
<b>Safety N</b>	Staff respond quickly and calmly to youth in distress and follow appropriate behavior support guidance.					
<b>Safety O</b>	Staff model appropriate ways to express negative feelings.					



## Element 1 - Physical and Psychological Safety

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Safety 3</b> - These questions explore how staff address behavior or comments between youth (to include materials displayed) that would threaten the physical or psychological safety of another youth or staff member.						
<b>Safety P</b>	Staff notice and stop negative peer interaction.					
<b>Safety Q</b>	Staff notice and use bully prevention strategies to stop behaviors or comments that would be considered bullying.					
<b>Safety R</b>	Staff use social disagreements to facilitate cooperative conflict resolution. Youth are supported and encouraged to develop compromises and solutions.					
<b>Safety S</b>	Staff incorporate the teaching of empathy and the understanding of each other's feelings when dealing with youth in conflict.					
<b>Component: Safety 4</b> - These questions explore how staff support safe peer interactions. Staff can support youth interacting with one another in safe ways by directing youth away from risky behaviors, by supporting youths' development of conflict resolution and communication skills, and by setting an example of respectful, inclusive conversations.						
<b>Safety T</b>	Staff ensure all youth have opportunities to participate in program activities.					

## Element 1 - Physical and Psychological Safety

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Safety U</b>	Staff plan and facilitate activities that encourage interactions among youth from diverse groups.					
<b>Safety V</b>	Staff show respect for youth's varying social interaction skills. There is program space for individuals and small groups.					
<b>Safety W</b>	Staff promote positive peer-to-peer interactions by providing opportunities for youth to learn each other's names, learn about each other's families or cultures, interact with youth from different backgrounds, or belong to a variety of groups.					
<b>Safety X</b>	Youth are involved in developing safety rules and identifying the consequences.					
<b>Safety Y</b>	Staff model positive peer interactions by actively participating in activities and programs.					
<b>Safety Z</b>	Staff permit youth to handle their disagreements without adult intervention when appropriate.					



## Element 1 - Physical and Psychological Safety

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Safety AA</b>	Staff redirect youth from inappropriate to appropriate activities.					
<b>Safety AB</b>	Staff encourage youth to communicate effectively with others.					
<b>Safety AC</b>	Staff use positive guidance strategies to teach appropriate behaviors.					
<b>Safety AD</b>	Staff use appropriate physical contact. Touch is never punitive or corporal in nature.					
<b>Safety AE</b>	Appropriate staff-youth ratios are maintained.					

# Element 1 - Physical and Psychological Safety

## Element Score Card

		Total No Evidence	Total Rarely	Total Sometimes	Total Always	Instructions:
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>MULTIPLIER</b>            No Evidence = 0            Rarely = 1            Sometimes = 3            Always = 5         </div>	Row A					Count the number of Items you scored <i>No Evidence, Rarely, Sometimes, or Always</i> and put those numbers in <b>Row A</b> .
	Row B					Multiply the number in <b>Row A</b> with the Multiplier (left) and put those numbers in <b>Row B</b> .
	Row C					Add the numbers in <b>Row B</b> together and put that number in <b>Row C</b> .
		Total Row C	Divisor	Element Score		Put the total from <b>Row C</b> in the first column and divide it by the number in the second column. Put the total in the third column ( <i>Element Score</i> ).
Row D		÷ 31 =				

YP direct care staff use this Element Score Card to calculate each Element Score and put their Element Scores on the AYPa Score Card at the end of this document.

CYS Managers input their scores into the online Score Card.

## Element 2 - Appropriate Structure

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<p><b>Component: Structure 1</b> - These questions explore how staff tailor supervision, boundaries, and limits to individuals or groups of youth.</p> <p>Having clear limits is an important way to ensure predictability. When consistently applied, limits define the boundaries for behavior and interactions. Tailored limits allow for differences in youth's development, age, ability, and goals. Look for interactions where youth are given more responsibility, challenged to reflect on why a limit should be adjusted, and asked for input on how the limits could be modified for them.</p>						
<b>Structure A</b>	Staff tailor supervision, boundaries, and limits to individual developmental level.					
<b>Structure B</b>	Staff tailor supervision, boundaries, and limits to individual or group age.					
<b>Structure C</b>	Staff tailor supervision, boundaries, and limits to individual or group ability.					
<b>Structure D</b>	Staff provide close supervision for high-risk activities.					
<b>Structure E</b>	Staff who supervise activities requiring special safety skills have the required training (ex. swimming, gymnastics).					

## Element 2 - Appropriate Structure

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Structure F</b>	Staff balance supervision with youth's free choice.					
<b>Structure G</b>	Staff provide non-obtrusive supervision.					
<b>Structure H</b>	Clear guidance is given to youth about behavior expectations.					
<b>Structure I</b>	Staff maintain enough control to manage the activity and program and keep youth safe and incorporate enough freedom to allow for youth exploration and self-discipline and monitoring.					
<p><b>Component: Structure 2</b> - These questions explore how staff address behaviors when youth challenge or break rules and expectations. Youth are learning about who they are and how they interact and fit into the world around them. They may express this growth by challenging or breaking rules as a way to test boundaries. Staff should take advantage of these types of interactions by talking with the youth about the challenge or rule breaking. Watch for staff ignoring or addressing challenges to rules, group norms, and expectations.</p>						
<b>Structure J</b>	Staff talk with youth about their behavior when they break rules or expectations regarding how youth treat each other.					



## Element 2 - Appropriate Structure

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Structure K</b>	Staff talk with youth about their behavior when they break rules or expectations regarding how youth treat staff.					
<b>Structure L</b>	Staff talk with youth about their behavior when they break rules or expectations regarding how youth treat visitors.					
<b>Structure M</b>	Staff talk with youth about their behavior when they break rules or expectations regarding acceptable group norms.					
<b>Structure N</b>	Staff talk with youth about their behavior when they break rules regarding how youth treat the facility and materials.					
<p><b>Component: Structure 3</b> - These questions explore how staff give youth opportunities to provide input into programs and activities, including rules for and supervision of the program and activity.</p> <p>Youth input into programs, activities, rules, and supervision should be evident in most interactions between staff and youth. These interactions may appear as discussions, series of open-ended questions from staff to youth, or opportunities for youth to 'speak their minds' while staff practice active listening.</p>						
<b>Structure O</b>	Staff work together (i.e., talking about or asking youth for input and ideas) regarding boundaries between youth and between staff and youth.					

## Element 2 - Appropriate Structure

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Structure P</b>	Youth are involved in developing safety rules and identifying consequences.					
<b>Structure Q</b>	Staff ask for youth input into activities.					
<p><b>Component: Structure 4</b> - These questions explore how staff plan the daily schedule and activities.</p> <p>This item may be difficult to see in a short observation and may not be clear due to the nature of youth development work and tailoring programs and activities to youth needs. However, an observer can sense flow and should be able to distinguish between times when youth are allowed to be confused as a part of stretching them toward mastering a specific skill.</p>						
<b>Structure R</b>	Staff clearly and effectively give instructions and expectations for activities.					
<b>Structure S</b>	Activities and programs flow.					
<b>Structure T</b>	There is little or no confusion for youth participants regarding what is happening or will happen next during an activity or program.					



## Element 2 - Appropriate Structure

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Structure U</b>	Youth are allowed to explore and figure out steps as appropriate.					
<b>Structure V</b>	Staff begin and end an activity or program smoothly.					
<b>Structure W</b>	The schedule of activities and programs as well as program opportunities and other promotional materials are posted and clear.					
<b>Structure X</b>	Program plans contain specific developmental goals and objectives as well as a detailed delivery plan.					

## Element 2 - Appropriate Structure

### Element Score Card

<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <b>MULTIPLIER</b>            No Evidence = 0            Rarely = 1            Sometimes = 3            Always = 5         </div>		Total No Evidence	Total Rarely	Total Sometimes	Total Always	<b>Instructions:</b> Count the number of Items you scored <i>No Evidence, Rarely, Sometimes, or Always</i> and put those numbers in <b>Row A</b> .
	Row A					Multiply the number in <b>Row A</b> with the Multiplier (left) and put those numbers in <b>Row B</b> .
	Row B					
	Row C					Add the numbers in <b>Row B</b> together and put that number in <b>Row C</b> .
		Total Row C	Divisor	Element Score		Put the total from <b>Row C</b> in the first column and divide it by the number in the second column. Put the total in the third column ( <i>Element Score</i> ).
Row D		÷ 24 =				

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CYS Managers input their scores into the online Score Card.



## Element 3 - Supportive Relationships

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Relationships 1</b> - These questions explore how staff interact with youth (positive attitudes, friendly, etc.). An important component of a quality youth program is providing youth with the support and structure they need to grow and learn. Staff who show a positive attitude and friendliness are demonstrating warmth. This may be exhibited through encouraging statements but also by keeping a youth-centered approach to all interactions within a relationship. Some will appear to be positive and encouraging (i.e., You are doing a great job.) Others may challenge youth to think of a solution themselves (i.e., How would you solve this problem?).						
<b>Relationships A</b>	Staff use positive words of encouragement.					
<b>Relationships B</b>	Staff use youth-centered statements and questions.					
<b>Component: Relationships 2</b> - These questions explore how staff show genuine interest in youth's efforts and accomplishments. Supportive relationships have less to do with the staff's qualifications and more to do with the staff's attitude toward youth. Look for staff who ask open-ended questions and ask about youth's experiences with family and friends or at school or other community events. Staff who show interest will also look for input from youth on program activities and structure. This kind of interaction helps youth build connections to the program and their bigger world, a sense of belonging, and a sense of empowerment.						
<b>Relationships C</b>	Staff use open-ended questions.					
<b>Relationships D</b>	Staff engage in social conversations with youth about family and friends.					

## Element 3 - Supportive Relationships

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Relationships E</b>	Staff engage in social conversations with youth about life experiences in school and community.					
<b>Relationships F</b>	Staff ask about and recognize youth's accomplishments.					
<p><b>Component: Relationships 3</b> - These questions explore how staff send consistent messages to youth.</p> <p>Trustworthiness is a critical element of a supportive relationship. Staff build trust by being consistent in what they say and do. They also build trust by being fair, respectful, and engaged.</p>						
<b>Relationships G</b>	Staff promote consistent rules for all youth.					
<b>Relationships H</b>	Staff treat youth with respect.					
<b>Relationships I</b>	Staff offer youth support and guidance.					



## Element 3 - Supportive Relationships

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Relationships J</b>	Staff express openness to discuss a range of topics with youth.					
<b>Relationships K</b>	Staff are consistent in follow-through of consequences when youth break rules.					
<p><b>Component: Relationships 4</b> - These questions explore how staff show emotional support to youth.</p> <p>Emotional support is one aspect of supportive adult-youth relationships that is critical in all quality youth development programs. Emotional support takes the form of caring and responsive adults. Youth can easily sniff out insincerity, so genuine caring and responsiveness is critical. Look for interactions that are responsive to youth's subjective worlds and a sincerity in interactions and conversations.</p>						
<b>Relationships L</b>	Staff give genuine compliments to youth.					
<b>Relationships M</b>	Disagreements between youth or between youth and staff are communicated in a genuine and respectful manner.					
<b>Relationships N</b>	Staff engage with youth to turn problems into opportunities for youth development.					

## Element 3 - Supportive Relationships

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Relationships O</b>	Staff respect youth's worldviews and do not impose their perception of the world on youth.					
<b>Relationships P</b>	Staff listen intently to youth.					
<b>Relationships Q</b>	Staff treat youth fairly.					
<b>Relationships R</b>	Staff call youth by their names and acknowledge youth in an appropriate and welcoming manner.					
<p><b>Component: Relationships 5</b> - These questions explore how staff support secure attachment with youth.</p> <p>Secure attachment is not only important during early childhood but during adolescence as well. Youth are undergoing a wide range of physical, intellectual, emotional, and social changes, and although adolescence is a time when youth begin to look more towards their peers for answers than their parents, staff can serve as an attachment point for youth.</p>						
<b>Relationships S</b>	Youth share their opinions.					



## Element 3 - Supportive Relationships

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Relationships T</b>	Staff validate youth's expressions of emotions.					
<b>Relationships U</b>	Staff work hard to understand youth's points of view.					
<b>Relationships V</b>	Youth look for and receive comfort or consolation when going through a difficulty.					
<b>Relationships W</b>	Staff provide appropriate comfort or consolation to struggling youth and then provide support to help youth find joy in the activity or experiences.					

## Element 3 - Supportive Relationships

### Element Score Card

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<b>MULTIPLIER</b>  No Evidence = 0 Rarely = 1 Sometimes = 3 Always = 5	Row A					
	Row B					
	Row C					Add the numbers in <b>Row B</b> together and put that number in <b>Row C</b> .
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	Row D		÷ 23 =			

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## Element 4 - Positive Social Norms

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<p><b>Component: Social Norms 1</b> - These questions explore how staff encourage youth to respect the facility and materials.</p> <p>Social norms are unwritten rules that guide behaviors, and individuals are expected to conform to these norms within a particular group or community. Staff who reinforce group expectations that support positive social norms help make a quality youth program.</p>						
<b>Social Norms A</b>	Youth and staff cooperate in the maintenance of the furniture, fixtures, and equipment (e.g., ensure towels are refilled, tables cleaned, etc.)					
<b>Social Norms B</b>	Youth and staff cooperate to design space (e.g., activity spaces, gathering spaces, artwork, etc.)					
<b>Social Norms C</b>	Youth are involved in ensuring security and safety within the program (e.g., report strangers, correct known safety hazards, etc.)					
<p><b>Component: Social Norms 2</b> - These questions explore how staff encourage youth to adopt positive social norms by reinforcement of group expectations.</p> <p>Social norms are unwritten rules that guide behaviors, and individuals are expected to conform to these norms within a particular group or community. Staff who reinforce group expectations that support positive social norms help make a quality youth program.</p>						
<b>Social Norms D</b>	Youth are involved and encouraged to participate in leadership roles and decision-making within activities and programs.					

## Element 4 - Positive Social Norms

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Social Norms E</b>	Youth and staff participate in team teaching activities and programs.					
<b>Social Norms F</b>	Youth are encouraged to engage fully in activities.					
<p><b>Component: Social Norms 3</b> - These questions explore how youth and staff work together to implement activities to encourage positive social norms. Social norms are unwritten rules that guide behaviors, and individuals are expected to conform to these norms within a particular group or community. Staff who reinforce group expectations that support positive social norms help make a quality youth program.</p>						
<b>Social Norms G</b>	Youth and staff work together to determine and implement programs and activities to encourage good health.					
<b>Social Norms H</b>	Youth and staff work together to determine and implement programs and activities to encourage academic success.					
<b>Social Norms I</b>	Youth and staff work together to determine and implement programs and activities to encourage life skill development.					



## Element 4 - Positive Social Norms

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Social Norms J</b>	Youth and staff work together to determine and implement programs and activities to encourage respect and inclusion.					
<b>Social Norms K</b>	Staff encourage youth to act as role models and mentors for younger youth.					
<b>Social Norms L</b>	Staff model positive, respectful ways of interacting with people of all ages.					
<b>Social Norms M</b>	Staff encourage youth to follow program rules.					
<b>Social Norms N</b>	Youth and staff work together to address conflicts and disagreements between peers and between staff and youth.					
<b>Social Norms O</b>	There is a balance between staff-initiated and youth-initiated conversations.					

## Element 4 - Positive Social Norms

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<p><b>Component: Social Norms 4</b> - These questions explore how staff discourage unhealthy or risky behaviors.</p> <p>Social norms are unwritten rules that guide behaviors, and individuals are expected to conform to these norms within a particular group or community. Staff can discourage unhealthy or risky behaviors by warning youth about the risks to adopting unhealthy behaviors and by addressing misperceptions of social norms within a group.</p>						
<b>Social Norms P</b>	Staff discourage unhealthy or risky behaviors by addressing misperceptions of social norms within the youth population.					
<b>Social Norms Q</b>	Staff caution youth as a way to discourage unhealthy or risky behaviors.					
<b>Social Norms R</b>	The meal and snack schedule is flexible so that youth have a choice of when to eat.					
<b>Social Norms S</b>	Staff and youth work together to plan, prepare, and serve meals and snacks.					
<b>Social Norms T</b>	Several healthful choices of foods are offered to accommodate individual preferences.					



## Element 4 - Positive Social Norms

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Social Norms U</b>	Staff offer and support healthy practices (i.e., healthy food choices, proper handwashing, etc.)					
<b>Social Norms V</b>	Staff and youth consistently take action to cut down on the spread of germs by following proper procedures for cleaning, sanitizing, and disinfecting surfaces, equipment, and materials.					
<b>Social Norms W</b>	The program offers choices that encourage daily fitness and health based on the needs and interests of youth.					

## Element 4 - Positive Social Norms

### Element Score Card

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<b>MULTIPLIER</b> No Evidence = 0 Rarely = 1 Sometimes = 3 Always = 5	Row A					
	Row B					
	Row C					Add the numbers in <b>Row B</b> together and put that number in <b>Row C</b> .
		Total Row C	Divisor	Element Score		Put the total from <b>Row C</b> in the first column and divide it by the number in the second column. Put the total in the third column ( <i>Element Score</i> ).
Row D		÷ 23 =				

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## Element 5 - Support of Efficacy and Mattering

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<p><b>Component: Efficacy 1</b> - These questions explore how staff gather youth input on program and activity development.</p> <p>Youth input on the design, delivery, or evaluation of a program is a good indicator of this component. When youth are the agents of their own development, the program is said to be youth-based or youth-centered. Examples may appear in activities and programs but may also be evident in a youth or teen council meeting.</p>						
<b>Efficacy A</b>	Youth have a role in the design of activities or programs.					
<b>Efficacy B</b>	Youth have input on the goals of the program.					
<b>Efficacy C</b>	Youth have a role in the delivery of activities or programs.					
<b>Efficacy D</b>	Youth have a role in the evaluation of activities or programs.					
<b>Efficacy E</b>	Youth input is considered and applied, or clear logical reasons for not applying input are explained to youth.					

## Element 5 - Support of Efficacy and Mattering

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Efficacy F</b>	Youth and staff work together to identify community and family issues that may be barriers to changing the youth environment so youth can contribute to their community.					
<b>Efficacy G</b>	Staff are responsive to youth questions.					
<b>Efficacy H</b>	Accommodations are made to provide small interest group activities for those who want to participate.					
<p><b>Component: Efficacy 2</b> - These questions explore how staff encourage autonomy within individual youth.</p> <p>Staff should support programs and activities that allow youth to have experiences where they can express their opinions, give input on decisions, express their individuality, and have opportunities to experience meaningful challenges</p>						
<b>Efficacy I</b>	Staff support and facilitate activities and programs that challenge youth's skills.					
<b>Efficacy J</b>	Staff support and facilitate activities and programs that support youth taking on more responsibility.					



## Element 5 - Support of Efficacy and Mattering

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Efficacy K</b>	Staff support and facilitate youth expressing their individuality.					
<b>Efficacy L</b>	Staff support youth pursuing mastery of skills versus simply comparing themselves to their peers.					
<b>Component: Efficacy 3</b> - These questions explore how staff encourage youth to develop and set realistic goals.						
<b>Efficacy M</b>	Staff encourage youth to solve problems by developing the ability to clearly identify a problem and a plan of action for resolving the problem.					
<b>Efficacy N</b>	Staff ask questions that encourage youth to think or solve problems for themselves.					
<b>Efficacy O</b>	Staff encourage youth to set goals for their own improvement.					
<b>Efficacy P</b>	Staff encourage youth to develop plans and organize to meet their goals.					

## Element 5 - Support of Efficacy and Mattering

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<p><b>Component: Efficacy 4</b> - These questions explore how staff help youth identify skills they can use to address needs in their communities.</p> <p>Youth have a need to feel like they make a real difference in their world and community. That community can be defined as the town, city, state, etc. where they live as well as the spaces where youth live, learn, play, and work (i.e., youth center, neighborhood, school, etc.). By anchoring activities and programs in the youth's world, program staff will help youth explore how they fit into their communities and find challenges that are correctly aligned with their abilities, age and developmental stage, and culture.</p>						
<b>Efficacy Q</b>	Staff support programs and activities that help youth identify needs in their communities (e.g., friend groups, neighborhoods, social worlds, etc.)					
<b>Efficacy R</b>	Staff support programs and activities that help youth engage in meaningful challenges and make a real difference within their communities (e.g., friend groups, neighborhoods, social worlds, etc.)					



## Element 5 - Support of Efficacy and Mattering

### Element Score Card

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<b>MULTIPLIER</b>  No Evidence = 0 Rarely = 1 Sometimes = 3 Always = 5	Row A					
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Row D		÷ 18 =				

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## Element 6 - Opportunities for Skill Building

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<p><b>Component: Skill Building 1</b> - These questions explore how activities and learning experiences that promote skill building are offered. There are a variety of types of skills (i.e., hard vs. soft, physical, emotional, social, life, etc.). It is important that the skills offered by the program are based on the needs of youth and their preferences.</p>						
<b>Skill Building A</b>	Program activities provide opportunities for youth to learn a new skill (i.e., physical, intellectual, psychological, emotional, social, cultural, technological, etc.)					
<b>Skill Building B</b>	Activities and programs allow youth to build on their skills toward mastery.					
<b>Skill Building C</b>	Youth are encouraged to enter work in contests, fairs, fine arts exhibits, photography exhibits, and crafts shows.					
<p><b>Component: Skill Building 2</b> - These questions explore whether activities and learning experiences are developed intentionally with a focus on skill building. Intentionally developed programs have indicators that activities are done for a purpose. They are youth-centered (i.e., driven by youth needs and preferences), include tailored instruction that considers age and developmental levels, and are linked to other aspects of participant's lives.</p>						
<b>Skill Building D</b>	Skill building activities are driven by youth needs or preferences.					



## Element 6 - Opportunities for Skill Building

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Skill Building E</b>	Skill building activities are age or developmentally appropriate for youth.					
<b>Skill Building F</b>	Skill building activities are linked to some other aspect of youths' lives.					
<b>Skill Building G</b>	Skill building activities use differential (i.e., tailored) instruction.					
<b>Skill Building H</b>	Skill building activities connect new knowledge with knowledge the youth already have (i.e., construction of knowledge).					
<b>Skill Building I</b>	Staff support youth in acquiring knowledge just beyond their current abilities (i.e., scaffolding).					
<b>Skill Building J</b>	4-H and Boys and Girls Clubs of America (BGCA) programs and curricula are implemented and incorporated into everyday programming.					

## Element 6 - Opportunities for Skill Building

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Skill Building K</b>	Activities are provided that focus on the Core Program Area of Education and Science, Technology, Engineering, and Math (STEM) Programs. A year-round education and STEM program is provided that complements and reinforces youths' school experiences and includes year-round workforce preparation and financial literacy programs.					
<b>Skill Building L</b>	Activities are provided that focus on the Core Program Area of Leadership and Service. A year-round service and leadership program is provided. Programming includes Teen Chain of Communication, a Garrison Youth Council, Teen Panel, Youth Leadership Forum, and Youth of the Year and other recognition programs.					
<b>Skill Building M</b>	Activities are provided that focus on the Core Program Area of Health and Wellness Programs. A year-round resiliency, health, life skills, and wellness program is provided. A Youth Sponsorship Program is integrated into monthly programming.					



## Element 6 - Opportunities for Skill Building

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Skill Building N</b>	Activities are provided that focus on the Core Program Area of The Arts. A year-round program is provided that includes fine art, music, photography, and performing. Programming includes educational and cultural tours, individual and group lessons, camps, and workshops and clinics.					
<b>Skill Building O</b>	Activities are provided that focus on the Core Program Area of Sports and Recreation Programs. A year-round sports, leisure, fitness, and recreation program is provided. Programming includes cultural and recreational trips, adventure experiences, camp competitions, and social events.					

## Element 6 - Opportunities for Skill Building

### Element Score Card

		Total No Evidence	Total Rarely	Total Sometimes	Total Always	<b>Instructions:</b>  Count the number of Items you scored <i>No Evidence, Rarely, Sometimes, or Always</i> and put those numbers in <b>Row A</b> .
<b>MULTIPLIER</b>  No Evidence = 0 Rarely = 1 Sometimes = 3 Always = 5	Row A					
	Row B					
	Row C					Add the numbers in <b>Row B</b> together and put that number in <b>Row C</b> .
		Total Row C	Divisor	Element Score		Put the total from <b>Row C</b> in the first column and divide it by the number in the second column. Put the total in the third column ( <i>Element Score</i> ).
	Row D		÷ 15 =			

YP direct care staff use this Element Score Card to calculate each Element Score and put their Element Scores on the APYA Score Card at the end of this document.

CYS Managers input their scores into the online Score Card.



## Element 7 - Opportunities to Belong

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Belong 1</b> - These questions explore how staff encourage youth to be involved in planning, implementing, and participating in activities and learning experiences. Staff should encourage youth to be involved in these areas of program development.						
<b>Belong A</b>	Staff encourage all youth to be involved in planning activities.					
<b>Belong B</b>	Staff encourage youth to lead, run, or implement activities.					
<b>Belong C</b>	Staff encourage youth to try activities regardless of traditional definitions of gender and in support of discovering their identity (e.g., smaller youth joining basketball, boy joining sewing club, etc.)					
<b>Belong D</b>	The activities or programs allow youth to experiment with activities without fear of overwhelming competition or allow them to work cooperatively in skill-oriented ventures.					
<b>Belong E</b>	There is an ongoing system to recognize youth participation, improvements, and achievements in a variety of program areas.					

## Element 7 - Opportunities to Belong

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Belong 2</b> - These questions explore how staff create environments where youth experiment with and explore aspects of their identity.						
<b>Belong F</b>	The program uses materials that build on interests youth develop through media exposure, trips and tours, school, guest speakers, and other community activities.					
<b>Belong G</b>	The program provides a setting for youth to voice their opinions and to be heard.					
<b>Belong H</b>	The program provides a variety of materials and activities to challenge a wide-range of physical and intellectual capabilities.					
<b>Belong I</b>	Staff help youth understand the implication their decisions have on them and their futures.					
<b>Belong J</b>	Youth with special needs are integrated into the group and participate in activities.					



## Element 7 - Opportunities to Belong

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Belong 3</b> - These questions explore how staff encourage youth to try new challenges and perspectives.						
<b>Belong K</b>	Staff support and encourage all youth to participate in a variety of program options.					
<b>Belong L</b>	Activities or programs allow youth to think about, connect with, or identify with a culture different from their own.					
<b>Belong M</b>	Staff use experiential learning methods in activities to encourage youth to learn and apply information to new situations.					
<b>Belong N</b>	Staff encourage youth to experience a variety of activities to determine their personal preferences.					
<b>Belong O</b>	Staff rotate roles and responsibilities in games and activities between youth to give individuals different experiences.					

## Element 7 - Opportunities to Belong

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Component: Belong 4</b> - These questions explore how staff facilitate an environment that supports respect and kindness.						
<b>Belong P</b>	Staff offer guidance, assistance, and encouragement to youth as they learn new skills.					
<b>Belong Q</b>	Staff encourage youth to share ideas, suggestions, and solutions and respect youth's viewpoints.					
<b>Belong R</b>	Staff listen to youth's ideas and concepts and implement them when possible.					
<b>Belong S</b>	Staff provide youth time, space, and opportunities to talk about what they observe and learn with each other and with the staff.					
<b>Belong T</b>	Staff encourage youth to examine their reactions (i.e., asking them how they really feel about what is being done or said).					
<b>Belong U</b>	Staff use I-messages and paraphrasing in conversations that deal with emotional topics or areas of disagreement with other staff members or youth.					



## Element 7 - Opportunities to Belong

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Belong V</b>	Staff use language to build youth up.					
<b>Belong W</b>	Staff accept youth's use of slang and popular expressions while serving as a role model for standard use of respectful language.					

## Element 7 - Opportunities to Belong

### Element Score Card

		Total No Evidence	Total Rarely	Total Sometimes	Total Always	<b>Instructions:</b>  Count the number of Items you scored <i>No Evidence, Rarely, Sometimes, or Always</i> and put those numbers in <b>Row A</b> .
<b>MULTIPLIER</b>  No Evidence = 0 Rarely = 1 Sometimes = 3 Always = 5	Row A					
	Row B					
	Row C					Add the numbers in <b>Row B</b> together and put that number in <b>Row C</b> .
		Total Row C	Divisor	Element Score		Put the total from <b>Row C</b> in the first column and divide it by the number in the second column. Put the total in the third column ( <i>Element Score</i> ).
Row D		÷ 23 =				

YP direct care staff use this Element Score Card to calculate each Element Score and put their Element Scores on the APYA Score Card at the end of this document.

CYS Managers input their scores into the online Score Card.



## Element 8 – Integration of Family, School, and Community Efforts

Item	Description	No	Yes	Notes
<b>Integration A</b>	There is a system used to gather input on the youth program from stakeholders (i.e., parents, school, and community staff.)			
<b>Integration B</b>	There is a system used to exchange information about youth with their parents.			
<b>Integration C</b>	There is a system used to share information with parents about upcoming events and activities to encourage them to visit.			
<b>Integration D</b>	There is a system used to share information with the school about events and activities to allow for coordination.			
<b>Integration E</b>	There is a system used share information with key community organizations to allow for coordination.			

## Element 8 – Integration of Family, School, and Community Efforts

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Integration F</b>	The program facilitates or supports collaboration with the school and community staff to plan and conduct programs and activities that support school-related activities.					
<b>Integration G</b>	The program offers ways for parents to participate in the program that accommodate their schedules, interests, and unique skills.					

Item	Description	No	Yes	Notes
<b>Integration H</b>	There is a referral system that refers youth and their parents to resources within youth programs, schools, and the community that enhances and supports youth education.			

Item	Description	No Evidence to Support	Rarely	Sometimes	Always	Notes
<b>Integration I</b>	Parents and youth receive program information in a variety of ways. The program is marketed and publicized regularly using a variety of media to attract new youth from all demographics.					

## Element 8 – Integration of Family, School, and Community Efforts

Item	Description	No	Yes	Notes
Integration J	Youth participate in the annual youth survey.			

## Element 8 – Integration of Family, School, and Community Efforts

### Element Score Card

		Total No Evidence	Total Rarely / No	Total Sometimes	Total Always / Yes	<b>Instructions:</b> Count the number of Items you scored <i>No Evidence, Rarely or No, Sometimes, or Always or Yes</i> and put those numbers in <b>Row A</b> .
<b>MULTIPLIER</b> No Evidence = 0 Rarely or No = 1 Sometimes = 3 Always or Yes = 5	Row A					
	Row B					Multiply the number in <b>Row A</b> with the Multiplier (left) and put those numbers in <b>Row B</b> .
	Row C					Add the numbers in <b>Row B</b> together and put that number in <b>Row C</b> .
		Total Row C	Divisor	Element Score		Put the total from <b>Row C</b> in the first column and divide it by the number in the second column. Put the total in the third column ( <i>Element Score</i> ).
Row D		÷ 10 =				

YP direct care staff use this Element Score Card to calculate each Element Score and put their Element Scores on the APYA Score Card at the end of this document.

CYS Managers input their scores into the online Score Card.





### AYPA Score Card

Staff input the numbers from **Row D** from each Element Score Card in the chart below under Element Scores. Staff use these scores to develop their individual APYA Improvement Action Plan and provide a copy of their final Element Scores to their Training Specialist or Youth Program Manager.

CYS Managers use the online APYA Score Card and APYA Improvement Action Plan.

Element Name	Element Score
Physical and Psychological Safety	
Appropriate Structure	
Supportive Relationships	
Positive Social Norms	
Support for Efficacy and Mattering	
Opportunities for Skill Building	
Opportunities to Belong	
Integration of Family, School and Community Efforts	

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