

STRENGTHENING
CIVIL SOCIETY
GLOBALLY



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Assessment Form

Youth Programming Assessment Tool (YPAT)

June 2019



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INSTRUCTIONS:

The YPAT helps Youth Serving Organizations (YSOs) understand the extent to which effective youth program practices are being implemented as part of their program offerings and identify areas that need strengthening or further development. It provides concrete steps and examples for how a YSO can operationalize Positive Youth Development (PYD) with the ultimate goal of improving programming to enhance developmental outcomes for youth.

YPAT was primarily informed by USAID's YouthPower's Positive Youth Development (PYD) framework and approach to youth programming, in addition to a detailed review of PYD evidence, existing tools, receiving stakeholder feedback and then refinements in collaboration with youth-serving organizations in Jordan and Jamaica. Below you will find standards [gray boxes] for each of the categories (Domains) under the PYD framework: Assets, Agency, Contribution, and Enabling Environment, as well as a section for PYD principles applied to Organizational Capacity. These standards will be evaluated individually, and then as a group. *When scoring, remember that the goal of the Assessment is to create a reflection on program practices that can ultimately lead to improved programming and youth outcomes.*

Individual scoring – To complete the tool, follow these steps:

- Read each domain and the key program features that describe it.
- Read each standard and reflect on how it is operationalized within each program. Use your own knowledge and experience with the program to record evidence and/or anecdotes that describe the extent to which the standard is implemented in practice. Be honest in your reflection to ensure the final scores represent the program reality.
- Rate each item using a scale comprising the following levels: “Not yet developed;” “Beginning;” “Developing;” or “Competent,” basing your score on the evidence and/or anecdotes described in the previous step.

Consensus scoring – Once all members of the Assessment Committee have individually completed the Assessment Form, the facilitator will convene a committee meeting. The committee jointly reviews item by item, discusses, and reaches a consensus on the final score. The facilitator will ask for participants' evidence and anecdotes to guide a discussion on each item. These scores will then be used to determine the overall score for each Domain. Standards with an asterisk (*) beforehand have corresponding questions in the youth feedback form.

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GLOSSARY

Activity: A specific organized event that happens as part of a larger program.

Curriculum: A written sequence of learning topics and activities that sets expectation for the knowledge and skills youth are expected to acquire.

Diverse: Group of mixed religions, ethnicities, genders, abilities, ages, geographies, sexual orientations, and languages.

Explicit: Something that is planned out and is stated or communicated clearly in writing.

Inclusive: Purposefully reaching out to people from different religions, ethnicities, genders, abilities, ages, geographies, sexual orientations, and languages and ensuring they feel comfortable in the environment.

Model: To exhibit certain behaviors, attitudes, and emotional reactions so others can observe and use them to guide their own actions.

One-time events: Events that occur rarely and inconsistently.

Participatory (facilitation): Facilitation that employs techniques aimed at promoting active participation of all youth in the program, considering youth's different backgrounds, styles, and needs.

Program: Structured and planned set of activities that are led by a specific group of staff with a specific group of youth with a clearly defined purpose.

Program staff: Anyone who is involved in program design, planning, delivery, or facilitation. Program staff may include trainers, facilitators, supervisors, teachers, coaches, mentors, volunteers, and others.

Resources: Any source of support that can be readily drawn upon when needed. This can include physical assets as well as network connections.

Soft skills: Soft skills refer to a broad set of skills, behaviors, and personal qualities that enable people to effectively navigate their environment, relate well with others, perform well, and achieve their goals. It includes interpersonal and intrapersonal skills, such as skills involving higher order thinking skills, self-control, positive self-concept, communication, social skills, empathy, goal orientation, etc.

Training: A formal or informal occurrence in which people learn a specific skill or topic. This can be taught by an external facilitator or a peer.

Youth: For this tool, youth includes people aged 10–29 who are currently participating in or recently finished a youth program at the organization.

1. DOMAINS: ASSETS AND AGENCY

Assets: Youth have the necessary resources, skills, and competencies to achieve desired outcomes.

Agency: Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, as well as to act upon those decisions in order to achieve desired outcomes unconstrained by traditional gender and social norms.

A. FEATURE: PROGRAM DESIGN FOR YOUTH SKILLS BUILDING

The organization designs programs to allow youth to develop identified skills, including soft and life skills¹ through skill building activities.

Youth need technical and academic skills for economic opportunities, but they also need life skills and soft skills that help them navigate challenges and new situations. The tool reflects ongoing evidence-based research on program design and staff practices that are most effective in helping youth develop critical soft or life skills.

To learn more about the growing research on soft skills, read: [Guiding principles on building soft skills among adolescents and young adults](#) and [Key Soft Skills for Cross-Sectoral Youth Outcomes](#)

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*1.A.1 The program explicitly targets specific skills and has structured activities to develop the skills throughout the program.				
The program design or curriculum does not clearly identify specific priority to be targeted.	The program design or curriculum <u>identifies specific priority skills</u> to be targeted but does <u>not have planned or sequenced activities to build those skills.</u>	The program design or curriculum <u>identifies specific priority skills</u> to be targeted and <u>has planned sequenced activities</u> to develop the skills. Priority skills include soft skills.	The program design or curriculum identifies specific priority skills, including soft skills, for development, and <u>defines them in writing</u> , and the program has planned sequenced activities that are designed to <u>introduce, revisit, and reinforce</u> the development of skills at <u>increasing levels of depth.</u>	Score: _____
Examples: - The program does not have a set curriculum, or the curriculum does not emphasize the need for skills.	Examples: - During program design, staff identifies specific soft skills to develop and defines them, but does not have activities linked to those specific skills.	Examples: - Curriculum or program design identifies specific skills to be developed throughout the program (e.g., introduces self-control and its definition) and has planned and sequenced activities to develop the specific skills.	Examples: - Program adopts a written sequenced approach to skill development. - Specific skills are practiced during the program with increasing levels of difficulty. - Specific skills are promoted in different contexts (role play, projects, written exercises, internships, community service). - The program conducts a soft skills capacity assessment of participating youth and uses results to determine which skills to prioritize. - Organization has assessed gender and social groups and designed specific programming to address existing gaps that may exist among social groups or individuals.	Evidence:

¹ Life skills is often used to refer to a large set of skills, including soft skills. For this tool, we are largely focusing on soft skills.

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*1.A.2 The program uses experiential or project-based activities to promote youth soft skills development.				
Program activities provide no opportunities for youth to practice soft skills.	Program promotes <u>sporadic opportunities</u> (less than 30% of the time) for youth to practice soft skills.	Program promotes <u>frequent opportunities (over 50% of the time)</u> to practice soft skills <u>within the program setting</u> .	Program promotes <u>frequent opportunities (over 50% of the time)</u> to engage in experiential learning <u>inside and outside of the program setting</u> .	Score: _____
Examples: - Program introduces soft skills mostly through lecturing, listening, and watching.	Examples: - Program offers infrequent and irregular opportunities for youth to practice soft skills within the program setting (e.g., through role plays, simulations, debates) or outside (e.g., community service, outdoor projects).	Examples: - Program regularly offers project-based activities such as role plays, simulations, debates, etc. within the program setting.	Examples: - Program offers scheduled opportunities (e.g., monthly) for youth to participate in community service, outdoor projects, or role-plays. - Program offers internships, apprenticeships, and training as way to practice soft skills. - Curriculum includes opportunities for youth to develop and implement a community-based project.	Evidence:
*1.A.3 Youth experiences in the program are paired with time to reflect on what was learned and how well a skill was applied.				
The program does not provide opportunities for youth to reflect on their experiences individually or in group settings at the end of an experiential activity.	The program allocates time for youth to reflect on their experiences at the end of an activity <u>without much staff guidance</u> or structure.	The program is designed to provide opportunities for youth to reflect on their experiences <u>with staff guidance</u> at the end of <u>some but not all</u> experiential learning activities. Reflection is individual and in groups.	The program is designed to provide opportunities for youth to reflect on their experiences <u>with staff guidance</u> at the end of <u>all</u> experiential activities. Reflection is individual and in groups.	Score: _____
Examples: - There are no planned activities that initiate self-reflection during the program.	Examples: - At the end of a learning activity, staff allocate quiet time for youth to reflect individually without guidance.	Examples: - Staff guide youth's individual reflection process through guided-questions. - Staff ask youth to write about their experiences in journals.	Examples: - Staff guide reflections in group-settings where youth share progress, accomplishments, or feelings about the experience.	Evidence:
1.A.4 The program tailors activities based on needs of different youth segments (e.g., age, sex, other social differences, and developmental stages).				
Program does not consider the characteristics/needs of different youth's segments when planning activities.	Program groups youth by age but <u>does not create different activities/approaches</u> based on different youth developmental stages and social/cultural characteristics.	Program groups youth by age and creates <u>some different activities/approaches</u> based on different youth developmental stages and social/cultural characteristics.	Program <u>tailors all activities</u> based on youth developmental stages and considers whether additional segmentation is required to accommodate different skill levels and needs of gender and social groups.	Score: _____

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - All youth receive same activities regardless of age and background. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Youth are grouped by age (e.g., ages 10–14; 15–18; 19–24; 25–29) but does not have a specific approach to address the developmental characteristics of each age group. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program offers a few activities based on youth’s developmental stage (e.g., activities for younger adolescents use peer collaboration and cooperative learning due to the social nature of this age group; older adolescents are given greater independence and responsibility and have more opportunities to develop their own opinions). 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program staff understand and tailor activities and practices to address developmental characteristics of different age groups (e.g., early adolescents are more emotionally sensitive and need support to understand and manage emotions). - Program/curriculum offers a range of activities that are tailored to specific age and/or skill level of youth. - Some youth are grouped by gender to address cultural considerations, or for specific types of discussions such as sexual and reproductive health. 	<p>Evidence:</p>
<p>*1.A.5 The program is designed to provide youth opportunities to master new skills and experience challenging activities to develop confidence.</p>				
<p>The program does not intentionally provide opportunities for youth to master new skills and experience challenging activities to develop confidence in their abilities.</p>	<p>The program encourages <u>some youth</u> to master new skills and experience challenging activities to develop confidence in their abilities, but these opportunities are limited to <u>within the program</u>.</p>	<p>The program <u>encourages all youth, including marginalized youth</u>, to master new skills and experience challenging activities to develop confidence in their abilities, but these opportunities are limited to <u>within the program</u>.</p>	<p>The program <u>encourages all youth, including marginalized youth</u>, to take on challenging activities within program and in <u>real-world settings</u>.</p>	<p>Score:</p> <p>_____</p>

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program does not introduce challenging skills or focus on building confidence among youth. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Youth have opportunities to facilitate program meetings or activities, but typically, the same youth consistently take on these roles, while others don't have a chance to. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Youth have opportunities to facilitate program meetings or activities. - Program staff encourage youth to try out new things and practice skills in areas that they don't easily thrive in (for example, asking quieter youth to lead meetings). - Staff are encouraged to make an effort to engage marginalized youth into program activities and recognize they may need different methods to build their confidence and take positive risks. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program staff find ways to encourage youth to advance the skills they have, practice new skills, and persevere if/when obstacles arise in the project planning process. - Program activities push youth beyond their comfort zone and foster positive risk-taking through public speaking, trying a risky sport or outdoor adventure, or taking on a leadership role. 	<p>Evidence:</p>

***1.A.6 The program incorporates opportunities for youth to develop plans and vision for the future to contribute to their agency.**

<p>The program design or curriculum does not provide opportunities for youth to develop plans and visions for the future.</p>	<p>The program design or curriculum has <u>infrequent opportunities</u> for youth to develop plans and visions for the future.</p>	<p>The program design or curriculum has <u>some activities</u> for youth to practice goal setting and planning their future.</p>	<p>The program design or curriculum <u>purposefully and explicitly</u> incorporates skills that contribute to youth agency such as goal setting and positive visions for the future.</p>	<p>Score:</p> <p>_____</p>
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - The program does not have a set curriculum, or the curriculum does not emphasize developing future plans and visions. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Curriculum/program includes one-time activities to help youth think about future plans (e.g., at the beginning of a session, youth brainstorm what they would like to be). 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has a set of activities to help youth determine steps to reach their goals/vision. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has a clear and written plan for providing youth opportunities to practice and master goal setting and future plans. - Program has activities to help youth reflect on their strengths before determining goals. - Program helps youth identify potential challenges in their plans and come up with solutions. - Program helps youth identify resources to help them accomplish their goals. 	<p>Evidence:</p>

B. FEATURE: FACILITATOR/STAFF PRACTICES FOR YOUTH SKILLS BUILDING.

Facilitator practices allow youth to develop soft and life skills through skill building activities within individual, family, peer, and community settings.

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*1.B.1 Program staff consistently adapt skill-building opportunities to match youths’ skills levels (activities are challenging, but doable).				
<p>Program staff implement activities without making adaptations during implementation to account for youths’ skills levels.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff are provided with a set curriculum or plan and make no adjustments during or between program cycles. 	<p>Program staff make little <u>adaptation</u> to account for youths’ skills levels.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff rarely adjust activities if they are too easy or too hard, ask for feedback at the end of the program cycle, and do not make changes for the next cycle. 	<p>Program staff adapt skill building opportunities <u>between program cycles</u>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff ask for feedback at the end of the program cycle, reviews learning outcomes, and make changes before implementing the same curriculum/program again. 	<p>During implementation, program staff <u>consistently adapt</u> skill-building opportunities to fit skills levels of different youth in the program and to ensure that experiences are challenging but possible.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff continuously adjust the material during the session based on whether youth find activities too easy or too challenging. - Staff consider skill levels of different youth in the program, and adjust activities so that <u>all</u> youth in the program can experience opportunities that are challenging but doable. 	<p>Score:</p> <p>_____</p> <p>Evidence:</p>
*1.B.2 Program staff provide adequate level of support to stimulate skill growth.				
<p>Program staff do NOT know when to provide assistance to help youth solve problems and learn, and when to give youth space to struggle with challenges.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff provides answers when youth struggle instead of providing tips to help them solve a problem on their own. 	<p>Program staff <u>sometimes</u> provide youth time and space to work through an activity independently before stepping in to provide an answer and-or <u>sometimes provide help</u> as needed when youth are stuck.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff ask youth guiding questions to help them discover an answer to a problem. 	<p>Program staff <u>consistently provide assistance</u> to enable youth to solve problems and learn and to allow youth space to struggle with challenges.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program staff help youth develop strategies or problem solve when stuck or unsuccessful rather than providing the answers. - Program/ staff help youth think through options and resources when they encounter an obstacle or when faced with a challenge. 	<p>Program staff <u>consistently provide assistance when needed</u>, and <u>program activities are intentionally structured</u> to provide opportunities for youth to solve problems and to allow youth space to struggle with challenges.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Curriculum is created to provide opportunities for youth to receive suggestions and have time/space to independently revise their work/product. - Staff are trained to identify when their assistance is needed and when to allow youth space to problem solve by themselves. 	<p>Score:</p> <p>_____</p> <p>Evidence:</p>

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*1.B.3 Program staff use participatory and interactive facilitation techniques that are gender sensitive and socially inclusive				
Program staff only use formal lecturing (facilitator led), and do not employ participatory and interactive facilitation techniques.	Program staff mostly use <u>formal lecturing</u> (facilitator led) during session delivery, but infrequently incorporate some participatory and interactive facilitation techniques.	Program staff employ a <u>mixture of formal lecturing (facilitator led) with participatory-interactive facilitation techniques</u> that encourage youth engagement and active learning (during <u>at least 50%</u> of time of session delivery).	Program staff <u>employ a wide range of participatory and interactive facilitation techniques</u> that encourage youth engagement, active learning and youth-led group dynamics (during at least <u>75% of time</u> of session delivery).	Score: _____
<i>Examples</i> - Staff lecture youth on a topic throughout entire session delivery.	<i>Examples</i> - Staff use a lecture format but introduce a few open-ended questions during session delivery. - When calling on youth, staff mostly call on those that are most active as opposed to encouraging youth from marginalized groups to speak.	<i>Examples</i> - Staff go back and forth between formal lecture format and participatory facilitation (such as open-ended questions, interactive-brainstorming, discussions and/or debates between youth and between staff and youth).	<i>Examples</i> - Staff mostly use open-ended questions, interactive-brainstorming, discussions, and/or debates between youth and between staff and youth. - All youth have opportunities to actively participate and express their thoughts. - Trainings for staff are also participatory to help model this type of facilitation. - Staff encourage youth to speak, even if it is outside of their comfort zone, without deepening their discomfort.	Evidence:
1.B.4 Program staff model the same soft skills the program encourages youth to develop.				
Program staff do not clearly and purposefully demonstrate the skills they want youth to emulate or develop.	Program staff <u>randomly model soft skills</u> targeted by the program, but this is <u>not a purposeful effort</u> that the program incentivizes and promotes.	Program staff <u>intermittently model the soft skills</u> they want youth to learn.	Program staff <u>consistently and purposefully demonstrate the soft skills</u> they want youth to emulate or develop through their interactions with youth and other staff.	Score: _____
<i>Examples:</i> - Staff do not purposefully exhibit positive behaviors so that youth can see them and then replicate them on their own.	<i>Examples:</i> - Program management never tells staff specific soft skills to model for the youth, but many of them demonstrate some of the soft skills any way [e.g., respecting each other].	<i>Examples:</i> - Staff sometimes interact inappropriately, such as raising their voices and providing insensitive feedback. - Staff sometimes struggle to demonstrate appropriate soft skills [e.g., active listening, conflict resolution].	<i>Examples:</i> - Staff model effective communication and teamwork skills by working well with each other. - Staff positively work through conflicts, modeling conflict resolution skills. - Program provides training for staff on how to model soft skills.	Evidence:

2. DOMAIN: CONTRIBUTION

Youth are engaged as a source of change for their own and for their communities' positive development.

A. FEATURE: YOUTH ENGAGEMENT AND CONTRIBUTION

Program promotes youth engagement through youth expression, youth involvement in community service, and/or by creating opportunities for youth decision-making and leadership at the program, community, or national level.

Meaningful youth engagement is an intentional partnership between youth and adults, where youth are recognized as leaders, equal partners in decision-making, and capable of recognizing and vocalizing their needs and priorities. The tool identifies ways in which an organization can incorporate meaningful youth engagement and opportunities for youth contribution within the organization's governance structures, everyday decision-making, and program offerings.

To learn more read: [Hart's Ladder](#); [core principles for engaging youth](#), [six tips for meaningful youth engagement](#) and "[Eight Successful Youth Engagement Approaches](#)". For specifics on youth engagement in the activity cycle, visit [here](#).

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*2.A.1 Youth of all social and identity groups are actively engaged in program decision-making.				
<p>The program does not provide opportunities for youth to make choices about program activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Activities youth engage in (like trainings or outdoor activities) are decided by the staff with no previous discussions with the youth. 	<p>The program provides opportunities for youth to participate in decision making regarding <u>operations</u> (time, place).</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff give a few options to youth on possible times for program activities and ask them their preferences. 	<p>The program provides opportunities for youth to participate in decision making regarding <u>activity content</u> within a set of choices.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff give a few options to youth on how they can engage in program activities (e.g., lead an activity, topics for the activity) and ask them their preferences. 	<p><u>Youth and staff work together</u> to determine program offerings (content, how it will be implemented, and place/time) and intentionally include all social and identity groups in these discussions.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Youth and adults brainstorm and select activities together or a group of youth leaders selects all activities or - Youth develop the list of possibilities for program activities within a framework. 	<p>Score:</p> <p>_____</p> <p>Evidence:</p>
*2.A.2 Youth are provided opportunities for leadership.				
<p>The program does not provide opportunities for youth to identify, initiate, or lead activities.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - All activities (trainings, recreational activities, etc.) are identified initiated and led by program staff or other adults. 	<p>The program provides opportunities for youth to lead specific parts of an activity.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program staff ask youth to choose a group leader during teamwork, to lead a game. 	<p>The program provides opportunities for youth to lead a full activity within the program setting.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program staff offers opportunities for youth to lead activities that were designed by staff (e.g., program staff decide to have an event and ask youth to lead planning and implementation). 	<p>The program provides opportunities for youth to initiate, design, implement and lead activities in and out of the program as well as growing levels of responsibility and autonomy in the program.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Youth brainstorm and select activities they want to create, implement, and fully lead, such as new clubs, community service opportunities, new programs. 	<p>Score:</p> <p>_____</p> <p>Evidence:</p>

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*2.A.3 The program provides youth opportunities to engage in their program and/or community.				
The program does not provide opportunities for youth to engage with their program and/or community.	The program provides <u>occasional, and irregular opportunities</u> for youth to engage within their program or community. Opportunities are not part of the regularly planned program.	The program provides <u>consistent opportunities</u> for youth to engage with their community throughout the life cycle of the project.	The program provides <u>consistent opportunities</u> for all youth, including marginalized youth, to engage with their community throughout the life cycle of the project and <u>deepen their knowledge</u> and understanding of the underlying issues and take actions to address the underlying issue.	Score: _____
Examples: - Program does not provide youth with opportunities to engage in service learning, volunteering, community performances, neighborhood events, or governance meetings.	Examples: - Staff decide to have youth participate in a one-time activity such as build a playground for a local school or clean up a park; at the end of the program, youth do a one-time performance/presentation for the community. - Sometimes, staff suggest that youth volunteer in the community, but it happens on an irregular basis.	Examples: - Staff provide monthly community service opportunities for youth at different locations. - Staff creates peer mentorship or tutoring to allow youth to contribute within program setting.	Examples: - Youth identify a problem in their communities and decide together what community projects to do to tackle the problem. - Program provides youth with opportunity to learn about the problem and are supported if they want to take actions beyond community service such as carrying out a campaign, or developing solutions or recommendations to address the problem. - The program proactively encourages youth to engage in the program and community in ways that may have not be previously acceptable/expected of them based on gender or social norms.	Evidence:

3. DOMAIN: ENABLING ENVIRONMENT

Youth are surrounded by an environment that develops and supports their assets, agency, access to services, and opportunities, and strengthens their ability to avoid risks and to stay safe, secure, and be protected. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive. The term “environment” should be interpreted broadly and includes social (e.g., relationships with peers and adults), normative (e.g., attitudes, norms and beliefs), structural (e.g., laws, policies, programs services, and systems), and physical (e.g., safe, supportive spaces) environments.

A. FEATURE: HEALTHY RELATIONSHIPS AND BONDING – YOUTH ADULT RELATIONSHIPS

Program expands youth access to healthy adult relationships and positive role models (e.g., program staff, mentors, coaches, teachers, health care providers and community leaders). Ideally, youth have at least one caring and consistent adult in their lives.

The tool promotes reflection on the quality of relationships among staff and suggests programmatic activities to enhance relationships among youth, with youth workers and family members. Youth Healthy relationships provide youth with positive role models and provide emotional safety and trust. A student’s relationship with a teacher or coach can greatly impact youth success.

To learn more, visit [Search Institute, Developmental Relationships](#)

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
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3.A.1 The program has policies and structures in place to foster supportive relationships with youth.

Program does not have structures or policies in place that facilitate positive youth-adult relationships and that encourage a culture of respect and care.	Program <u>has structured activities</u> to facilitate sharing and bonding to establish trust among staff and youth but <u>does not have written policies</u> in place that encourage positive relationships with youth.	Program <u>has policies</u> that encourage positive youth-adult relationships AND <u>has structured activities</u> to facilitate sharing and bonding to establish trust among staff and youth. However, these policies and structures are <u>not consistently</u> put in place, and staff lack the training and skills to consistently implement them.	Program has in place clear structures AND policies that facilitate positive youth-adult relationships. These policies and structures are <u>consistently</u> put in place, and staff are trained and evaluated on how they implement these policies.	Score: _____
Examples: - Program lacks policies or structures, so the role of program staff is to maintain discipline and deliver content or services rather than one of creating supportive relationships with youth.	Examples: - Program gives regular time for youth and staff to share information about themselves and identify similarities.	Examples: - Program has a code of conduct and policies relating to how to treat youth, but staff are not trained to implement or evaluated on how they implement these policies. - Program gives dedicated time for sharing stories and facilitating bonds among program staff and youth, and to speak confidentially with an adult.	Examples: - Program has structured times for youth to interact with staff in a confidential way. - Staff are trained on how to best implement the code of conduct. - Program evaluates staff on their behavior towards youth to ensure the code of conduct is implemented.	Evidence:

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*3.A.2 Program staff demonstrate care and respect for youth.				
Program staff do not treat youth with respect, demonstrate care, or provide support for youth.	<u>Some staff</u> treat youth with respect and care while other staff are disrespectful.	<u>Most staff</u> , but not all, treat youth with respect and care and model positive, caring, and supportive relationships.	<u>All staff</u> listen to youth to understand their views, demonstrate that they care about youth and model positive, caring and supportive relationships.	Score: _____
Examples: - Communication is mostly one way (staff to youth). - Some staff raise their voices and fail to listen to youth when they bring up counter perspectives. - Staff show disinterest in youth's daily lives.	Examples: - Some staff react to youth in different ways, especially when facing youth misbehaving. - Some staff raise their voices and fail to listen to youth when they bring up counter perspectives.	Examples: - Most staff respond positively if youth share something about their lives.	Examples: - Youth feel comfortable confiding in staff and seeking their guidance on issues within and outside of the program.	Evidence:
*3.A.3 Program expands youth exposure to positive and supportive adults.				
Program does not make purposeful efforts to link youth with a supportive adult.	Program <u>sometimes</u> introduces youth to adult role models, but not in a structure or purposeful manner.	Program introduces youth to adult role models in a <u>structured manner and encourage them to build relationships</u> . Role models are encouraged to discuss topics outside of the program scope to expand the type of dialogue and support.	Program <u>links each youth with a specific adult role models</u> in a structured and purposeful manner based on youths' interests, experiences, and capabilities. Youth feel comfortable asking role models for advice on matters outside of the program scope.	Score: _____
Examples: - Program does not introduce youth to adult role models (staff, mentors, coaches, teachers, health care providers and/or community leaders).	Examples: - Programs ask for possible role models to come and speak to youth, but do not initiate creating a continuous relationship between them. - Staff do not provide visiting speakers with guidance before interacting with youth.	Examples: - As part of the program, staff introduce local adult role models to youth. - Project staff and other mentors are encouraged to discuss topics outside of program scope with youth to help deepen the relationship.	Examples: - As part of the program, staff work with youth to determine areas of interest, and to find mentors that match interests. - Program has a formal mentorship program, where youth and mentors meet at least once a month. The program provides guidance and ongoing support to mentors. - Youth share information about themselves outside of the program with program staff and/or mentor to seek advice.	Evidence:

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
3.A.4 Program seeks to improve quality of family-youth relationships outside of the program.				
No programming exists to help family members (parents/caregivers, siblings, etc.) improve their relationship with youth.	Program provides information to help family members (parents/caregivers, siblings, etc.) improve their relationships with youth <u>only when approached by a parent.</u>	Program <u>plans structured activities</u> to help family members (parents/caregivers, siblings, etc.) improve their relationships with youth.	Organization <u>runs programs for family members</u> (parents/caregivers, siblings, etc.) to help them address challenges in their lives that could impact the well-being of youth and the quality of relationships within the family.	Score: _____
<i>Examples:</i> - Program does not consider improving family-youth relationships outside of the program as part of their scope.	<i>Examples:</i> - If a parent calls, organization can provide information. - Program has information pamphlets with best practices.	<i>Examples:</i> - Parenting workshop to help parents understand how to best support their child. This may include discussing a child’s sexual orientation and a more expansive view of gender norms. - Volunteer trainings - Presentations for parents	<i>Examples:</i> - Programs are offered for single parents. - Program provides parent support groups or parenting education classes. - Program provides parents with financial literacy or economic strengthening classes and/or savings groups.	Evidence:

B. FEATURE: HEALTHY RELATIONSHIPS AND BONDING – PEER RELATIONSHIPS

The program emphasizes the importance of healthy peer relationships and creates structures and process to facilitate positive relationships.

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*3.B.1 The program guides youth on how to create a positive bond with their peers.				
The program does not intentionally guide youth on how to interact with each other in positive ways, or have norms relating to appropriate interaction.	The program provides limited guidance on appropriate means of communication among youth and on how to give and receive peer feedback.	The program uses activities and instruction on how to give and receive feedback, listen actively, demonstrate respect, resolve conflict, and other forms of positive social interaction and on inappropriate forms of communication.	The program has instilled youth with knowledge, skills, and behaviors on how to actively care for each other and trust each other and use these skills outside of the program.	Score: _____

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program assumes that youth will interact positively with each other without additional lessons, activities, or support. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - At the beginning of the program, staff give an overview of good communication practices, but do not reinforce or mention them again. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Participants are taught about what bullying and teasing are and how to provide feedback in constructive and respectful ways. - Participants are taught about the positive and negative impacts of peer relations, and how to say no to negative influences. - Staff help youth manage challenges in group work, such as miscommunication, in productive way. 	<p><i>Example:</i></p> <ul style="list-style-type: none"> - There is an expectation that youth will demonstrate empathy, active listening, sharing personal experiences, and responding to others' stories with care and respect. - Youth work in teams to develop a sense of group identity and purpose. - Youth use the strategies learned in the program for positive bonding outside of the program. 	<p>Evidence:</p>

***3.B.2 The program builds a sense of community and trust.**

<p>The program does not have structured activities to create a sense of community.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has no team/community building activities. 	<p>The program has <u>limited activities</u> for youth to work together towards shared goals and create trust.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program begins with a team building activity but does no additional activities over the course of the program. 	<p>The program builds and fosters positive relationships among youth through a <u>variety of strategies</u> that create connections among youth and facilitate sharing of personal experiences <u>within the program</u>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program activities has sharing circles and personal storytelling to create trust and connections among members. - Program uses some rituals such as songs, mottos, or uniforms to create a sense of identity among participants. - Program uses ice breakers and team building exercises throughout the course of the program. 	<p>The program builds and fosters positive relationships among youth <u>within as well as outside of the program</u>.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - The organization has rituals, routines, and/or special events/outings to create a sense of belonging/ownership. - Alumni programs enable the sense of community to continue beyond participation. - Program implements a standardized process/curriculum to instill trust for peers not only in the organization but also outside of the classroom. - Youth interact with each other outside of the classroom and invite each other to activities outside of the program. - Youth introduce each other to friends from outside the program. 	<p>Score:</p> <p>_____</p> <p>Evidence:</p>
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C. FEATURE: BELONGING AND MEMBERSHIP

Provide activities and space for youth to feel included regardless of gender, ethnicity, sexual orientation, or disability status, and support activities that provide positive sense of belonging (e.g., sports, community service, or faith-based youth groups). Promote youth behaviors that are respectful of diversity** and equity.

**The term diversity refers to a mix of religion, ethnicity, gender, ability, age, geography, sexual orientation, and language

Having a sense of belonging is extremely important for youth, particularly in early and mid-adolescence. The tool promotes reflection on recruitment practices, programmatic activities and staff training to ensure YSOs provide an inclusive environment and a sense of belonging for all youth.

Click on the following links to learn more about [gender practices](#), [LGBT inclusion](#), and working with [Persons with Disability](#)

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
3.C.1 Program proactively seeks to recruit a diverse group of youth to be represented at the organization and in activities.				
Program does not consider youths' background to ensure diverse groups are represented at the organization and in activities.	Program seeks to include youth of different backgrounds to ensure <u>some diversity</u> , such as equal representation of genders, are included in the organization and in activities.	Program intentionally seeks out diverse backgrounds to ensure youth in the program represent <u>multiple categories of diversity</u> , including those with disabilities and/or from minority groups, but <u>does not have a purposeful outreach strategy</u> .	Program has a defined and written outreach <u>strategy</u> and reaches out to nearby communities to create a diverse representation of youth in the program and take special measures to include those with disabilities and from minority groups.	Score: _____
<i>Examples:</i> - Program is open to people of diverse background but does not purposefully seek out any group (gender, religion, ethnicity, etc.) to participate in the program.	<i>Examples:</i> - When program realizes that there is some inequality (such as too many female youth), they try to recruit additional people (such as more males) to create balance.	<i>Examples:</i> - Program has informal goals on how many participants should be included to ensure a diverse group and reaches out to youth in these categories. - Program takes into consideration multiple categories of diversity. - Staff use variety of outreach methods (social media, bulletin boards, flyers). - Staff use multiple languages during outreach.	<i>Examples:</i> - Program has M&E targets to ensure diverse participants. - Program has protocols on how to reach marginalized groups. - Staff are representative of diverse groups and assist program in reaching those groups.	Evidence:
*3.C.2 Program provides an inclusive environment for all young people, where all social differences are respected.				
Program does not provide an inclusive environment for all young people and opportunities are not distributed equally among the youth.	Program has a <u>limited number of activities</u> to promote an inclusive environment but <u>lacks structured activities to deepen youth skills</u> , knowledge, and behavior relating to diversity issues.	Program staff have <u>structured activities</u> to promote acceptance and build knowledge on <u>at least one area</u> of diversity issue. Staff model inclusive behavior and respect for youth.	Program have structured activities and <u>policies</u> to promote acceptance and build knowledge on <u>multiple areas</u> of diversity. All program staff show mutual respect for and inclusion of other religions, ethnicities, genders, and abilities	Score: _____

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff holds no activities to initiate conversations between youth and help them find commonalities. - Staff only talk to a select group of young people. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has one or two activities to create connections among youth but does not explicitly address diversity during these activities. - Staff intervene if exclusive behavior occurs among youth. - Staff introduce newcomers to other youth and pairs him/her with a peer who is responsible for orienting the new youth. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Staff hold an icebreaker/ inclusion activity at the beginning of a program that addresses one of the inclusions issues (e.g., gender). - <i>Program staff have discussions/activities on existing stereotypes for that inclusion issue (e.g., gender) and have activities that show youth how stereotypes are not true/hurtful.</i> - Staff are sensitive to culture and language of participants. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has written policy to address discrimination. - Staff promote inclusion activities that build respect. - When minority, marginalized and/or female youth are not contributing, staff seek their input and opinions during or outside of the activity. - Staff provides formal opportunities to learn about and value differences among people, such as interviewing people from different backgrounds. 	<p>Evidence:</p>

3.C.3 Program staff are trained on how to address diversity within the program, including how to be inclusive and how to reduce any existing tensions.

<p>Program does not include training staff on diversity, including methods on how to be inclusive and identify pre-existing tensions among youth.</p>	<p>Program staff are <u>trained at least once</u> on how to be more inclusive during the program, but the training does not address the possible tensions that may occur when bringing together different groups of youth.</p>	<p>Program offers <u>multiple trainings</u> for staff on how to be more inclusive, and the training mentions specific types of behavior that illustrate tensions when bringing together different groups of youth.</p>	<p>Program offers <u>multiple trainings</u> for staff on how to be inclusive and includes <u>interactive activities and real-life scenarios</u> for staff to practice diffusing possible points of tension when bringing together different groups of youth.</p>	<p>Score:</p> <p>_____</p>
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has no diversity trainings and does not teach staff how to ensure <u>all youth feel included in activities and the whole program.</u> 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - As part of onboarding, program staff receive a training or guidelines on how to address diversity within the program. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has multiple diversity trainings throughout the year. - During trainings, program staff discuss possible existing tensions between youth and methods to dissuade them. - During trainings, staff learn how to promote more gender and socially equitable attitudes and behaviors. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has protocols, so staff know how to address possible points of tension surrounding different political views or religious practices. - During trainings, staff are given real-life scenarios and/or role plays to practice both inclusionary activities, and how to address possible tensions when people with different backgrounds meet for the first time. - During trainings, staff learn to recognize their own attitudes and expectations of different social groups and ensure that their personal attitudes do not impact their professional behavior in the program. 	<p>Evidence:</p>

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*3.C.4. Program staff learn about challenges facing youth in and out of the program to ensure youth feel comfortable in the program and help youth to overcome challenges.				
Program staff do not try to learn about challenges facing youth or provide criticism rather than encouragement	Program staff collects information at the beginning of a program that helps them learn what factors/challenges impact them inside the program.	Program discusses with the youth in a structured format about what factors/challenges impact them inside the program and provides solutions.	Program requests information from the youth in a structured format about what factors/challenges impact them in and out of the program and works with the youth to think of practical ways the challenges can be overcome rather than telling them what to do. Staff are trained to recognize special needs (e.g., prior exposure to trauma or abuse), provide basic psycho-social support, or refer to specialized services strategies.	Score: _____
<i>Examples:</i> - Program staff hold activities without determining the type of support youth need or types of challenges they face.	<i>Examples:</i> - At the beginning of a program or through the recruitment application, program staff ask youth about challenges related to the program (such as transportation issues, trouble in school, financial hindrances, special needs) and provide some advice on how to address them.	<i>Examples:</i> - Throughout the program, staff have discussions with youth to learn about challenges they face within the program such as transportation issues, trouble in school, financial hindrances, or special needs. - Program has designated staff member the youth can confidentially consult with on these challenges.	<i>Examples:</i> - Program helps youth address challenges through referrals, a guidance counselor, or other support mechanisms. Challenges discussed are not only within the program.	Evidence:

D. FEATURE: POSITIVE NORMS, EXPECTATIONS, AND PERCEPTIONS

Ensure youth and program staff have a clear shared understanding of norms and expectations about their behavior and consistently uphold and model norms.

Positive social norms influence the behaviors and roles that are acceptable for and expected from youth. Expectation and boundaries help youth know what is expected of them both in terms of contribution and responsibility.

To learn more, read [this fact sheet](#):

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*3.D.1 Guidelines for behavior and ground-rules are documented and are created collaboratively with youth.				
The program does not document behavior guidelines and ground-rules or create program-level rules collaboratively with youth.	The program has behavior guidelines and-or program ground-rules, but they are not created collaboratively with youth or properly documented or displayed.	The program has documented behavior guidelines and program ground-rules that are displayed and are created collaboratively with youth but are not consistently implemented.	Youth work with staff to create program ground rules that include both negative behaviors to be avoided and positive behaviors and values that are encouraged. Youth have ownership of the guidelines and enforce its implementation.	Score: _____
Examples: - Program assumes youth knows the program ground rules so does not write them down or review them with the youth.	Examples: - Clear attendance and participation expectations; informal (verbal) guidelines.	Examples: - Posted ground rules created by the staff for group processes and peer interactions but no formal or informal discussion on the consequences if the rules are broken. - Ground rules are visibly displayed, and staff refer to them when there is misbehavior.	Examples: - Youth and staff have ground rules they agree to and strategies are consistently applied to address inappropriate behavior and promote positive values and behaviors. - Youth participate in designing rules for listening and taking-turns speaking. - The organization has a written code of conduct that youth and staff are oriented to and asked to sign. - Everyone knows the consequences if the rules are broken.	Evidence:
*3.D.2 The program recognizes and rewards youth’s positive contributions and acknowledges youth’s value.				
The program does not recognize youth’s contributions.	The program <u>acknowledges at least some of the achievements</u> and contributions with specific language.	The program provides <u>structured opportunities</u> to recognize achievements within program activities but opportunities are <u>unplanned and inconsistent</u> .	The program provides consistent structured opportunities throughout the program to acknowledge the achievements, contributions, and responsibilities of young people.	Score: _____
Examples: - Program staff members criticize youth when they do something wrong but does not congratulate them on achievements.	Examples: - Staff says, “Yes, the project you suggested is a great way to give back to the community.” - There are no structured or set times for staff to recognize achievements or contributions.	Examples: - Positive feedback after group presentations - Certificates and awards at the end of a program	Examples: - Group presentations, reflections, community exhibitions, performances, and/or celebrations - Awards program that recognizes achievements throughout the program (not just at graduation)	Evidence:

E. FEATURE: SAFE SPACE

Provide activities and space for youth to feel included regardless of gender, ethnicity, sexual orientation or disability status, and support activities that provide positive sense of belonging (e.g., sports, community service, or faith-based youth groups). Promote youth behaviors that are respectful of diversity and promote equity. An emotionally safe space is critical to learning. Safe Spaces are created through implementing examples mentioned throughout the other features.

The combination of safe physical and emotional spaces are essential for youth to feel comfortable and ready to absorb the other features, such as skills youth engagement and a sense of belonging. To learn how safe space overlaps with other features, read this [article](#), and [here](#) to read youth perspectives on safe spaces.

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
*3.E.1 Program develops a safe and supportive environment where youth feel valued and comfortable to be themselves.				
The climate of activities is predominantly negative.	Program norms are <u>inconsistently implemented</u> creating an environment of <u>mixed positive and negative</u> behaviors and attitudes.	The emotional climate of activities is <u>mostly positive</u> (e.g., mutually respectful, relaxed, supportive; characterized by teamwork, camaraderie, inclusiveness) with some episodes of negative behaviors and attitudes.	Program intentionally and continuously supports a safe social and emotional environment. The emotional climate of the session is <u>predominantly positive with no negative behaviors</u> .	Score: _____
Examples: - Youth do not trust or feel comfortable with each other or program staff. Many youth feel excluded.	Examples: - Guidelines are created with positive norms in mind. - Program staff and youth respect each other, but do not have the technique or training to mitigate conflict when it arises.	Examples: - Program staff and youth collaboratively develop ground-rules for sharing emotions. - Bullying sometimes occurs and makes youth feel excluded, but staff intervene when they see it happen. There is no formal resolution process for this intervention. - Adult and youth respect and actively listen to each other; youth feel comfortable sharing their opinions and stories, but sometimes stories do not remain confidential even when youth or staff request them to be.	Examples: - Program staff and youth collaboratively develop ground-rules for sharing emotions and include a resolution process for bullying/social exclusion. - Staff create appropriate ways for youth to share their stories and emotions and listen to those of others. - Youth feel confident their stories will remain confidential when needed. - “Safe zone” posters are displayed.	Evidence:
3.E.2 Program provides specialized care for youth affected by trauma (gender-based violence, conflict, domestic violence, etc.).				
Program provides no differentiated support for youth based on their local context.	Program staff is trained to support issues facing youth on a large degree, but do not provide any individualized attention.	Program staff are trained to identify individual youth who have specialized needs. Program knows where to refer them but does not provide services.	Program provides comprehensive support to youth with specialized need in terms of psycho social support and specialized approaches such as cognitive behavioral therapy.	Score: _____

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program focuses only on program activities and does not think about issues occurring outside of the classroom that may affect youth participation. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has special support for refugees or internally displaced persons (IDPs). - Program has discussions on gang violence. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program knows local hotlines for abuse. - Program has training sessions on how to identify support youth suffering from GBV and domestic violence. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program uses approaches such as art therapy, cognitive behavior therapy, and teaching mindfulness. - Program has trained staff such as a social worker to assist youth. 	<p>Evidence:</p>

3.E.3 Program has policies and protocols for child and youth protection.

<p>Organization does not have policies, procedures and protocols regarding protection of youth, protocols for reporting alleged abuses or clearly articulated consequences for abuse of these policies.</p>	<p>Organization has policies in place to protect youth that covers most type of abuse, but they are not widely disseminated or enforced.</p>	<p>Organization has policies in place that are widely disseminated that covers most types of abuse but are enforced inconsistently. The policy requires that adults and youth in the program agree to these policies in writing.</p>	<p>Organization has policies in place that are widely disseminated, covers most types of abuse and has systems in place to ensure enforcement.</p>	<p>Score:</p> <p>_____</p>
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - There are no organizational policies regarding child and youth protection. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has policies that defines abuse and ill treatment that includes physical, sexual or emotional abuse, child labor and exploitation, human trafficking, and neglect. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - All youth and any adult including employees, volunteers, mentors and other adults who interact with the program must document that they agree to follow these policies. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Youth and adults are trained to understand the policy and how to recognize and report abuse. - Training for staff includes the protocols to be followed if there is an alleged abuse. - The organizations have systems in place to allow for private and confidential reporting of allegations. 	<p>Evidence:</p>

3.E.4 Space is free of safety hazards.

<p>The program does not have safety standards or protocols.</p>	<p>There are <u>significant</u> safety hazards affecting the program space. The program has safety procedures, but these are not documented as plans or shared with staff, youth and families. Space provides <u>limited</u> security for youth participants.</p>	<p>There is <u>minor</u> safety hazards affecting the program space. The program develops written safety plans but does not share with all staff, youth and families.</p>	<p>Space is completely free of all foreseeable safety hazards. The program develops, implements, and shares approved security safety plans and procedures with youth, staff and families, promoting a strong sense of shared ownership and responsibility. Space has adequate security.</p>	<p>Score:</p> <p>_____</p>
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NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Major safety hazards may include flammable and/or toxic materials, sharp materials. - Space is susceptible to robbery and forms of outside violence, anyone can enter the program space. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Significant safety concerns may include unfinished floors or wall, construction material at site. - While some security supervision is in place, anyone can access the space. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Minor safety concerns may include wobbly furniture, and program materials in disarray. - Safety plans are in place but not communicated or shared with staff, families and youth. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Safety plans are developed jointly with youth, staff and families and are posted for everyone to see. - Entrances to the indoor program space are supervised for security during program hours using electronic security systems. 	<p>Evidence:</p>
<p>3.E.5 Space is accessible for youth of various abilities.</p>				
<p>Space is not designed for people of varying abilities and disabilities.</p>	<p>Space/program is accessible to at <u>least one type of disability</u>.</p>	<p>Space / program is accessible to <u>multiple types of disability</u>.</p>	<p>Space / program is <u>consistently</u> accessible to <u>multiple types of disability</u>, and if program learns of a disability not addressed in the space, it <u>makes changes</u> to make it more accessible.</p>	<p>Score:</p> <p>_____</p>
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Space has no ramps, Braille, etc. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - At least one type of disability is accounted for (e.g., some ramps). 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Multiple types of disabilities are accounted for (e.g., ramps, and Braille). 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Multiple types of disabilities are accounted for throughout the whole building. - Changes are made if a participant has a disability that is not already accounted for. 	<p>Evidence:</p>

F. FEATURE: ACCESS AND INTEGRATION AMONG FAMILY, COMMUNITY AND PROGRAM

Connect and integrate youth and families to health and social services so there is a continuum of care and support at the community level.

The PYD approach recognizes that youth outcomes are impacted by the broader community and need beyond what any one organization can provide. The tool assess how well an organization connects with other important actors such as families, schools, and social and health services.

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
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3.F.1 The program has policies and processes in place for family engagement and outreach.

<p>The program does not have structured, regular communication or programming with family members.</p>	<p>The program has regular communication with parents to make them aware of the program and services provided.</p>	<p>There is frequent, regular interaction between families and staff members. Families have occasional opportunities to be involved with the program.</p>	<p>Family support is considered critical to youth success and there is dedicated programming for family members. Families are encouraged to participate in decision-making or program planning.</p>	<p>Score: _____</p>
<p><i>Examples:</i> - Program only interacts with youth (beyond parental permission to allow youth to participate).</p>	<p><i>Examples:</i> - Organization provides information to parents, so they understand the program.</p>	<p><i>Examples:</i> - The program has a monthly newsletter for family members. - Family members’ suggestions, ideas, and concerns are welcomed, requested, documented, and implemented whenever possible. - There are activities for family members to observe youth in the program and structured opportunities to meet with staff.</p>	<p><i>Examples:</i> - Staff structure activities for parents such as parenting groups, family events, parental involvement in planning meetings. - As part of staff protocol, staff members continuously reach out to families who have not participated in planning meetings to encourage them to be involved.</p>	<p>Evidence:</p>

***3.F.2 Youth are linked to opportunities/resources in the community as needed or appropriate.**

<p>The program does not link youth to services, supports, and opportunities in the community.</p>	<p>The program <u>provides information</u> about services in the community that are outside of the program but <u>doesn’t help connect youth to those services.</u></p>	<p>Program staff <u>have relationships and/or partnerships</u> with local schools, community-based organizations (CBOs), health providers, police, and other community organizations. Staff make youth aware of community opportunities and <u>help connect</u> youth to them if they say they are interested.</p>	<p>Program staff <u>proactively seeks</u> collaboration and networks to make additional opportunities available to youth. <u>Staff are able to identify youth</u> with special needs, refer them to service providers, and stay in communication with the service providers to provide a continuum of care. This is done in a way that does not make the youth feel singled out or create a social difference for the youth where it does not exist.</p>	<p>Score: _____</p>
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NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program does not know about and/or communicate with other community programs or support resources. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program has a directory of services and support for youth and provides this information to all youth. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - Program shares opportunities with youth to participate in at schools, religious institutions, local government, and within the community and will introduce youth if they share interest. 	<p><i>Examples:</i></p> <ul style="list-style-type: none"> - There is a protocol in which program staff identify special needs of youth, such as youth with disabilities, and inform the youth and family about that service and then maintains communication with the service provider to monitor youth needs. 	<p>Evidence:</p>

4. DOMAIN: ORGANIZATIONAL CAPACITY

A. FEATURE: GOVERNANCE & STRUCTURE

True implementation of PYD requires an organization to look at its systems and operations and ensure best youth practices are incorporated throughout. This section looks at your organization's governance, HR policies, and M&E practices and provides ways you can incorporate youth representation, voice, and leadership.

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
4.A.1 Youth are represented on the board and practices are in place to ensure they have meaningful input into decision-making.				
<ul style="list-style-type: none"> - There are no youth members on the board or there is no board. - Organizational bylaws do not include any articles pertaining to youth representation in the organization. 	<ul style="list-style-type: none"> - There are a few (at least 2) youth members on the board. - Organizational bylaws do not include any articles pertaining to youth representation in the organization. 	<ul style="list-style-type: none"> - There are a few youth members on the board. The organization makes sure that there is diverse representation of youth on the board. - Organizational bylaws include articles pertaining to youth representation in the organization. The Board has not adjusted procedures to accommodate youth board members to ensure they can fully participate as equal members on the board. 	<ul style="list-style-type: none"> - Youth are well represented, diverse and are active members of the board. - Organizational bylaws include articles that require youth representation on the board. - The Board has established procedures to ensure youth can fully participate as equal members of the board (e.g., ensure youth have enough information to inform decision making, orient other board members on the importance of shared decision making with youth, plan the time and location of Board meetings to facilitate youth participation). 	<p>Score _____</p> <p>Evidence:</p>
4.A.2 Board members include individuals with the right qualifications to oversee a youth-serving organization.				
Board members have no prior experience working with youth and do not have appropriate training on youth work.	A <u>few</u> board members have prior experience and skills related to youth development or have received training on youth development.	<u>Some</u> board members have prior experience and skills related to youth development or have received training on youth development.	<u>Majority</u> of board members have prior experience working with youth or have received appropriate training on youth development.	<p>Score _____</p> <p>Evidence:</p>
4.A.3 Mission statement and strategic plan clearly prioritize inclusive youth development and engagement.				
Youth development goals are not prioritized in the organization's mission statement or strategic plan <u>or</u> the organization does not have a mission statement or strategic plan.	The organization <u>has youth development and engagement goals</u> , but they are not inclusive and are not represented in the strategic plan.	The organization has <u>written</u> youth development and engagement goals that are <u>gender sensitive and socially inclusive</u> , but they're not represented in the strategic plan.	The organization has <u>written</u> youth development and engagement programs and goals that are gender sensitive and socially inclusive and the <u>strategic plan is designed</u> to accomplish those goals.	<p>Score _____</p> <p>Evidence:</p>

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
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4.A.4 Organization adopts the Do No Harm principle throughout all programs and organization takes steps to implement it.

Organization does not assess or implement a Do No Harm approach.	Organization discusses Do No Harm approaches but does not take practical steps to implement it.	Organization conducts ongoing assessments to understand the context in which it is operating and the interaction between the youth program and the context but does not use the findings to inform programming.	Organization conducts ongoing assessments to understand the context in which it is operating and the interaction between the youth program and the context and continuously act upon the findings in order to avoid negative impacts of the program and maximize the positive one.	Score _____ Evidence:
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B. FEATURE: HUMAN RESOURCES

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
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4.B.1 Staff are recruited based on youth expertise.

Job descriptions do not prioritize staff with youth expertise.	Job descriptions do not prioritize applicants with youth expertise, but HR verbally indicates prior youth experience is necessary.	Job descriptions include written requirements that show HR prioritizes applicants to have some youth expertise	Job descriptions require applicants to have significant youth expertise.	Score _____ Evidence:
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4.B.2 Youth of all social and identity groups are considered for staffing opportunities.

A staffing plan does not exist and/or does not prioritize youth within the staffing plan. Job specifications limit potential applications from youth	A staffing plan exists but does <i>not include</i> prioritizing youth. Job specifications provides minimal chance for potential applications from youth	A staffing plan <i>implicitly</i> targets youth for future staffing. Job specifications provides a chance for potential applications from youth	A staffing plan <i>explicitly</i> targets youth for future staffing. Job specifications are customized to encourage potential applications from youth of all social and identity groups.	Score _____ Evidence:
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4.B.3 There is an adequate youth staff (staff under 35): total staff ratio.

Youth represent 0–5% of staff total number.	Youth represent 6–20% of staff total number.	Youth represent 21–30% of staff total number.	Youth represent more than 30% of staff total number.	Score _____ Evidence:
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4.B.4 Youth staff (staff under the age of 35) hold decision-making level positions.

None of the youth staff hold decision-making positions or there are no youth staff.	At least one youth staff has a decision-making position.	Several youth staff hold decision-making positions.	A majority of youth staff hold decision-making positions.	
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4.B.5 HR evaluates staff's youth development practices and provides professional development opportunities.

There are no professional development opportunities on youth development or evaluations of staff.	Staff are evaluated but there are no actions taken to improve their youth development skills.	Staff are evaluated and provided specific support and training based on their results.	There are consistent professional development opportunities provided to all staff, and evaluations are completed consistently.	Score _____ Evidence:
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C. FEATURE: PAST PERFORMANCE MANAGEMENT/MONITORING, EVALUATION AND LEARNING

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
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4.C.1 All youth are actively engaged in program monitoring and evaluation.

Youth do not have opportunities to participate in monitoring and evaluation such as data collection or data analysis of program outcomes.	The program provides opportunities for youth to participate in some monitoring and evaluation activities such as data collection. Youth are not involved in the design of the monitoring and evaluation approach.	The program provides opportunities for youth to participate in data collection and provide input into the monitoring and evaluation approach, but youth are not involved in M&E decision making.	Youth work in partnership with adults to design, develop and implement program monitoring and evaluation activities.	Score _____ Evidence:
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4.C.2 The organization has an M&E system that identifies and measures PYD constructs (such as soft skills) targeted by the program.²

The organization does not have an M&E system or has an M&E system that does not measure the skills targeted by the program (focuses mostly on outputs).	The organization has an M&E system that adopts clear indicators on skills targeted by the program, but these indicators are not continuously and consistently measured	The organization has an M&E system that adopts clear indicators on skills targeted by the program, which are continuously and consistently measured. However, the organization DOES NOT use the M&E data to improve the program design throughout the program's life cycle.	The organization has an M&E system that adopts clear indicators on skills targeted by the program, which are continuously and consistently measured. The organization uses the M&E data to reflect on strengths and weaknesses of the program and improve the program design.	Score _____ Evidence:
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² See YouthPower's list of [illustrative PYD indicators](#) for ideas.

NOT YET DEVELOPED (1)	BEGINNING (2)	DEVELOPING (3)	COMPETENT (4)	SCORING
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4.C.3 The organization has periodic reviews of the data sets to ensure that youth of all social and identity groups are equally participating in and benefitting from the program.

The organization does not collect data that can be disaggregated by age, sex and other socially relevant background characteristics.	The organization collects data that can be disaggregated by age, sex and other socially relevant background characteristic, but does so infrequently and lacks skills to analyze it.	The organization collects data that can be disaggregated by age, sex and other socially relevant background characteristic data quarterly and analyzes it.	The organization collects data that can be disaggregated by age, sex and other socially relevant background characteristic and analyzes it. If there are gaps among social groups, remedial actions are taken to ensure equitable skills, experience, participation, leadership etc. outcomes among all youth.	Score _____ Evidence:
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4.C.4 The organization tracks youth outcomes following program completion.

The organization does not track youth outcomes over time.	The organization collects some data on youth outcomes when it learns about program graduates to collect success stories but does not track all youth.	The organization has a monitoring system to track a broad set of youth outcomes after program completion and regularly updates data.	The organization has a monitoring system to track a broad set of youth outcomes after program completion, regularly updates data, and uses the data to inform programming.	Score _____ Evidence:
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