

Guidance Document for OCFS-5002 Form

Examples

This list is for use in helping to provide a description of the “Features of Youth Development Settings”. You may choose any of these or write your own. Any that you choose must be accurate for your program.

Physical and Psychological Safety:

- Building is located in safe neighborhood.
- Building is well lit.
- Entrance/exit doors are monitored.
- Emergency Plan has been developed.
- Staff is trained in what to do in case of an emergency.
- There is a protocol for dealing with intimidation, fighting, conflict and violence and staff has been trained on this.
- Staff has parental contact information.
- Building is equipped with necessary fire and smoke detectors.
- Child-to-staff ratio is adequately age-appropriate.
- Policies and procedures concerning physical and psychological safety are periodically reviewed by sponsoring agency.
- A physical safety assessment is conducted periodically.
- Youth and parental feedback is requested periodically to determine their levels of satisfaction with physical and psychology safety.

Appropriate Structure:

- Clear and consistent rules of conduct have been developed.
- Rules are shared with participants upon program entry.
- Rules are periodically reviewed with participants.
- Staff has been trained in how to maintain control and develop clear boundaries.
- Staff is aware of, and provides age-appropriate monitoring.
- Public spaces are free from inappropriate or degrading materials.
- Staff intervenes when one child insults or unduly criticizes another.
- Children and youth positively assess the program approach to criticism and insults from peers and staff.

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Supportive Relationships:

- We regularly gather information from the participants about their relationships with staff and volunteers.
- Staff is trained in the expectation of interacting in positive respectful manners with participants and other staff.
- Staff members make efforts to give each child some attention each day.
- The sponsoring agency regularly evaluates staff interactions with participants and other staff.
- We promote friendships among participants by _____.
- Participants are assigned to specific staff and/or volunteers and they know who those people are.
- The sponsoring agency has a plan in case of staff turnover.
- We have a roster of volunteers for young people with specific interests.

Opportunities to Belong:

- At least one staff and/or volunteer speak “other than English” languages of children and youth in our program.
- Staff is culturally competent in the various ethnic/cultural groups represented in our program.
- The space expresses cultural symbols of participants’ cultural heritages.
- Examples of children’s creations and expressions decorate our space.
- The space has expressions of participants’ cultural heritages.
- Staff is trained in the methods to ensure all participants are involved and not excluded due to ethnicity, gender, sexual orientation, or disability.
- Space and activities are handicap assessable.
- We encourage participants to engage in social interaction beyond their normal daily activities by _____.
- Program includes activities from diverse cultures.
- Participants are given opportunities to share stories and experience from their families or cultural/ethnic groups.
- We regularly seek input from the participants to determine their level of feeling “at home” in our space.

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Positive Social Norms:

- Clear and consistent rules of conduct have been developed.
- Public spaces are free from inappropriate or degrading materials.
- Children and youth report that the program has a positive youth development approach rather than a focus on problems.
- Staff and volunteers have been trained to act as role models.
- Staff and volunteers have been trained in using a positive youth development approach.
- Participants are regularly recognized for their accomplishments and contributions.

Support and Efficacy and Matting:

- Young people are involved in making decisions about the program by:
- Young people are involved in making decisions about the sponsoring agency by:
- Young people are trained to take on leadership roles by:
- Young people contribute back to the program by:
- Young people contribute back to the neighborhood or community by:

Opportunities for Skill Building:

- Young people learn or improve the following physical skills:
- Young people learn or improve the following social skills:
- Young people learn or improve the following pre-employment or job skills:
- Young people learn to improve the following creative skills:
- Academics are improved by:

Integration of Family, School and Community Efforts:

- Families of young people are regularly consulted about the program.
- Families are regularly asked to volunteer in the program.
- Families are invited to special events.
- Families are consulted about problems with their children.
- Families are regularly informed of accomplishments.
- Program staff participates in opportunities to learn more about the community.
- The program participates in family-focused involvement in interagency consultations when necessary.
- There is regular communication with funders and media to increase understanding of the program.
- Community members are recruited and used as volunteers.