

## OCFS Form 5002

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 in 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 psychological 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 intervene when one child insults or unduly criticizes another

Children and youth positively assess the program approach to criticism and insults from peers and staff

### **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 speaks "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 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

### **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 for Efficacy and Mattering**

Young people are involved in making decisions about the program by:  
Young people are involved in making decision 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 or 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 participate 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