

## **OCFS Form 5002**

### **“Helpful Hints”**

This is a list of Topics 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 you choose must be accurate for your program and must be elaborated on and must show the connection to the “Life Area” you have chosen.

#### **Physical and Psychological Safety**

Building is in a safe neighborhood.

Building is well lit.

Entrance/exit doors are monitored.

An 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.

Parental/guardian contact information is collected and on file.

The 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 are 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.

### **Supportive Relationships**

We regularly gather information from the participants about their relationships with staff and volunteers.

Staff are trained in the expectation of interacting in positive, respectful ways 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 youth 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 program space expresses cultural symbols of participants’ cultural heritages.

Examples of children’s creations and expressions decorate our space.

Staff is trained in methods to ensure all participants are involved and not excluded due to ethnicity, gender, sexual orientation, or disability.

Program space and activities are handicap accessible.

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 experiences 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 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 Worth and Mattering**

Youth are involved in making decisions about the program by:

Youth are involved in making decisions about the sponsoring agency by:

Youth are trained to take on leadership roles by:

Youth contribute back to the program by:

Youth contribute back to the neighborhood or community by:

### **Opportunities for Skill Building**

Youth learn or improve the following physical skills:

Youth learn or improve the following social skills:

Youth learn or improve the following pre-employment or job skills:

Youth learn or improve the following creative skills:

Academics are improved by:

### **Integration of Family, School, and Community Efforts**

Families of youth 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 difficulties with their children.

Families are regularly informed of accomplishments.

Program staff participate in opportunities to learn more about the community.

The program staff participate in family-focused involvement in interagency consultations when necessary.

Community members are recruited and used as volunteers.