**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 Mattering:**

* 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 of 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.