

**ROCKLAND COUNTY YOUTH BUREAU
2017 SITE VISIT MONITORING REPORT**

sa

Agency/Municipality

Date :

Time :

Program:

Allocation

Contact Person:

Phone:

Email:

Site Address

Site Visit **Expected** **Unexpected**

Touchstone Life Area:

Goal

Objective:

Strategies Used:

Projected Enrollment:

Monitor _____ **Title** _____

Person in charge _____ **Title** _____

Staff Present _____ **Title** _____

Staff Present _____ **Title** _____

Observation: What did you observe? (*Your observation should last at least 30 minutes. How many youth were present? What activities were going on? How many staff were present? Did young people look engaged?*) Please review attached ideas of *Features of Youth Development Settings* for ideas of what to look for or to ask about the program.

Program activity at time of visit: _____

Observed	Comments

Features of Youth Development Settings	Look for...
<p>Physical & Psychological Safety Safe and health-promoting facilities, practices that increase safe peer group interaction and decrease unsafe or confrontations peer interactions</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Building is well lit and equipped with necessary fire and smoke detectors <input type="checkbox"/> Entrance/exit doors are monitored <input type="checkbox"/> Emergency plan is posted <input type="checkbox"/> There is a protocol for dealing with intimidation, fighting, conflict and violence and staff has been trained in this <input type="checkbox"/> Staff has parental contact information <input type="checkbox"/> Child to staff is adequate for ages of young people <input type="checkbox"/> Public spaces are free from inappropriate or degrading materials <input type="checkbox"/> Staff intervenes when one child insults or unduly criticizes another
<p>Appropriate Structure Limit setting; clear and consistent rules and expectations; firm enough control; continuity and predictability; clear boundaries and age appropriate monitoring.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and consistent roles of conduct have been developed <input type="checkbox"/> Rules are shared with participants upon program entry and are periodically reviewed <input type="checkbox"/> Staff has been trained in how to maintain control and develop clear boundaries <input type="checkbox"/> Staff is aware of, and provides, age appropriate monitoring
<p>Supportive Relationship Warmth: closeness; connectedness; good communication/ caring support; guidance; secure attachment and responsiveness</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Staff regularly gather information from participants about their relationship with staff and volunteers <input type="checkbox"/> Staff members welcome and address youth by name <input type="checkbox"/> Staff is trained in the expectation of interacting in positive respectful manners with participants and other staff <input type="checkbox"/> Staff members make efforts to give each child some positive attention each day <input type="checkbox"/> The sponsoring agency/municipality regularly evaluates staff interactions with participants and other staff <input type="checkbox"/> Friendships among participants is promoted and no one seems left out
<p>Opportunities to Belong Opportunities for meaningful inclusion, regardless of one's gender, ethnicity, sexia; orientation or disabilities, social inclusion, social engagement and itnegration; opportunities for socio-cultureal identiy formation; and support for cultural and bicultural competence.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> There is at least one staff member/volunteers who speaks the 2nd language of program participants <input type="checkbox"/> Staff is culturally aware of the various ethnic/cultural groups represented in the program <input type="checkbox"/> The space expresses cultural symbols of the participants' cultural heritages <input type="checkbox"/> Examples of the participants' creations and expressions are posted. <input type="checkbox"/> Staff is trained in methods to ensure all participants are involved and not excluded due to ethnicity, gender, sexual orientation or disability. <input type="checkbox"/> Space and activities are handicapped accessible
<p>Positive Social Norms Rules of behavior, expectations, injunctions, ways things, values and morals and obligations for servi</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Clear and consistent rules of conduct have been developed and participants are held accountable for them <input type="checkbox"/> The program has a focus on positive youth development and strenth-based activities rather than focus on problems and risky behaviors <input type="checkbox"/> Staff and volunteers serve as role models <input type="checkbox"/> Participants are recognized for their accomplishments and contributions.
<p>Support for Efficacy & Mattering Yotuh-based, empowerment practices that support making a read difference in one's community ar taken seriously. Practices that include enabling, re granting and meaningful challenge. Practices that improvement rather than on relative current perfor levels.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Young people are involved in making decisions about the program <input type="checkbox"/> Young people are involved in thinking about the sponsoring agency/municipality <input type="checkbox"/> Young people are trained to take leadership roles <input type="checkbox"/> Young people contribute back to the program <input type="checkbox"/> Young people contribute back to their school, neighborhood or community
<p>Opportunities for Skill Building Opportunities to learn physical intellectual, psychological emotional and social skills; exposure to intentional learning experiences; opportunities to learn cultural literacy, media literacy, communication skills and good habits of mind; preparation for adult employment and opportunities to develop social and cultural capital.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participants learn or improve physical skills <input type="checkbox"/> Participants learn or improve social skills <input type="checkbox"/> Participants learn or improve pre-employment skills <input type="checkbox"/> Participants learn or improve creative skills <input type="checkbox"/> Academics are improved
<p>Integraion of Family, School & Community Efforts Concordance, coordination and synergy among family, school & community</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Families of participants are regularly consulted about the program <input type="checkbox"/> Families are asked to volunteer or participate in the program <input type="checkbox"/> Families are invited to special events <input type="checkbox"/> Families are consulted about problems with their child(ren) <input type="checkbox"/> Families are regularly informed about accomplishments <input type="checkbox"/> Program staff participate and offer opportunities to learn more about the community <input type="checkbox"/> There is regular communication with funders and media to increase understanding of the program <input type="checkbox"/> Community members are recruited and used as volunteers

POSITIVE YOUTH DEVELOPMENT SETTING	No	Somewhat	Yes	NA/NO *	COMMENTS
The physical environment is safe and healthy for youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appropriate emergency procedures and supplies are present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are clear & consistent rules of conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rooms and furniture accommodate activities <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff provide youth with a welcoming atmosphere (youth are addressed by name)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Session flow is planned, presented and paced for youth <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Activities support active engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff support youth to build new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff verbally recognize youth's efforts and accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Staff use youth-centered approaches to reframe conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth have opportunities to develop a sense of belonging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth have opportunities to participate in small groups <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth have opportunities to act as group facilitators and mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth are on task, focused and attentive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth have opportunities to set goals and make plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth have opportunities to make choices based on interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Youth have opportunities to reflect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments:

Problems encountered at time of visit:

Program appears to be operating satisfactorily and in compliance

Yes

No

Monitor _____ **Date** _____