

Youth Bureau Internal Application Guidance Document

Program Year October 1, 2026- September 20, 2027
Youth Sports Education Opportunity (YSEF)
Youth Team Sports (YTS)
Washington County or Warren County

Information about the funding

Disclaimer

Until we get official notification from OCFS, Office of Children Family Services this guidance document and/or requirements may be subject to change as we do not currently know which funding streams will be available for program year 10/1/26-9/30/27 and/or what the eligibility requirements will be. We may need minor updates to your application once State guidance is released.

Definitions of terms

- **OCFS:** NY State Office of Children and Family Services
- **YSEF:** Youth Sports and Education Opportunity Funding Stream
- **YTS:** Youth Team Sports Funding Stream
- **YDP:** Youth Development Program Funding Stream

Each municipal Youth Bureau receives allocations (\$ amount \$) from NYS OCFS to support positive youth development programming. This includes a funding stream for Youth Sports and Education Opportunity funding, a stream for Youth Teams Sports funding, and Youth Development Program (YDP) Funding. Each funding stream has its own eligibility criteria. This guidance document is specific to the YSEF and YTS funding. YDP has a separate application and guidance document.

Purpose of the Funding

This funding is for local youth-serving organizations, non for profits, recreational programs, and sports programming that adhere to the principals of positive youth development and those who are eligible to apply. This funding is designed to support organizations like yours in providing valuable sports education and opportunities for youth in our community.

Funding can be used to support an existing program or to support the creation of a new program.

Program must be guided by the following principles:

- Sports are effective tools in positive youth development and family engagement.
- Sports improve the lives of young people by promoting positive social, emotional, health and educational outcomes and have important life-long effects.

- Sports enable opportunities for young people to thrive through leadership roles.
- Coaching education greatly improves young people's sports experience and development outcomes.

They must also provide:

- Educational connection and achievement – More youth attending and completing school with increased attainment, including collegiate placement success.
- Physical health and well-being – Increasing physical activity and positive relationships to one's body.
- Mental health and well-being – Improving outcomes related to youth's mental health, and social and emotional skills development and connectedness.
- Employment – Increasing qualifications and skills, such as collective problem-solving, teamwork, and dispute resolution, which help prepare youth for suitable employment.
- Community cohesion – Breaking down barriers to reduce discrimination, crime, and violence in communities and help young leaders emerge.

Funding can be used in various ways depending on the funding type. To update/replace equipment, personnel costs, registration costs, consumable items, etc.

Organizations/Programs that are Ineligible:

Programs not eligible for funding include:

- Schools
- For profit organizations or businesses.
- Private foundations, as defined in section 509(a) of the U.S. Internal Revenue Code.
- Organizations that discriminate based on age, ethnicity/race, political affiliation, religion, sexual orientation, gender, gender identity, physical or other disability, national origin, or any protected characteristic under local, state, and/or federal law.
- Research or project-planning activities.
- Elite or private sports camps, programs, or teams. Programs that cut or have try-outs
- Endowments, memorials, budget deficits, or fundraising activities.
- Religious organizations whose sports programs do not have a secular and community focus.
- Lobbying, political, or fraternal activities.
- Capital projects.

Guidance for Specific Sections within the Youth Bureau Internal Application

General Organization Info

Official organization name/Organization classification

*The two questions in this section relate to your legal/official name of your organization or your organization type/classification. This will be the name that is used on any of your tax documents/not for profit documents etc. This information is used for funding eligibility determinations and for the County requirement to issue checks to the organization if you are approved for funding. **The address is also important as it is where the check will be sent.** The organization info may or may not be the same as the information that you will provide in the following section titled **General Program Info** this is dependent on your organization make up.*

If you are ever unsure: This link can be used to look up your organization <https://www.irs.gov/charities-non-profits/tax-exempt-organization-search>

A copy of your W9 is required for us to keep in your file in case of State auditing and/or County auditing. Please provide a copy (PDF) of your W9 when submitting your application.

When moving through the application, if there are ever any sections you simply have difficulty with, please reach out to Leah Breeyear at any time. She can be reached at 518-746-2319 or at our general Youth Bureau number at 518-746-2330.

General Program Info

Program name/Contact Person/Executive Director

As stated above, information in this section may be the same as the Organization information. Regardless, please also complete this section. If its left blank, we will assume that you just missed this part. Also, it is imperative to put the correct contact person and corresponding email for this person. This will be the person who will be designated as the main contact in communications with the Youth Bureau. They will be responsible for scheduling the intensive monitoring component, turning in the Annual Report, providing follow up information on the budget component if needed, and general questions the Youth Bureau may have. We will also send email updates as to the status of applications, and due date reminders etc.

Note that the Executive Director of the organization may differ from the contact person.

Program Total Operating Budget: *Your **PROGRAM** operating budget may be the same as your Organizational operating budget if it is the only program that you operate. For larger organizations who*

*have multiple programs under their umbrella this question is asking for the budget for the **PROGRAM** in which you are applying for funds (YTS or YSEF). In rare instances, there may be unspent State funds, and we could use this information in reallocating to programs in which there is an additional need.*

Organization Total Operating Budget: *This may be the same dollar figure as the **PROGRAM** total operating budget if there is only one program that you run. For larger organizations who operate multiple programs, please indicate your overall operating budget on this line.*

YDP Funds: If you are already receiving YDP funds through the Youth Bureau, that does not mean you are automatically disqualified from being awarded YSEF or YTS funds. You must describe how your program is expansive and how it differs from your YDP programming. When explaining how your program is expansive, please add in info on how you are going to increase in capacity. Some items to consider. Is this a new program you have never offered before? Are you offering programming more often (frequency) or are you going to include more youth (number of participants). We are also looking for the name of your program that already receives or received YDP funds. *You could answer this question simply by stating that “yes, we receive YDP funding to support our Town Recreation Programming.” A more detailed example: “The Town of Hartford has a municipal run program called Hartford Youth Commission. We already receive YDP funding to support the Youth Commissions general youth focused activities. Each year, the Youth Commission applies for additional funding by offering new and expansive youth sports programming. Hartford Youth Commission was approved to run a structured “Court Sports” program this past year. This is a new program where the Youth Commission collaborated with the school. Within the Court Sports program, youth will be able to have access to the schools newly renovated courts. This program will generate more interest and in theory will entice/include more youth.”*

Applying to other Counties: This is a yes or no question. If yes, please list the counties. *Example: “Yes, we are also applying in Saratoga County”. This is important to know when considering how we recommend allocating funds.*

Program Eligibility

*Under this category there are two sections that relate to funding types (one is the YSEF, and one is the YTS). Under each of these sections there are multiple check boxes and one question (either question 1 and/or question 2) that needs to be answered in a narrative format. We expect programs that have elements of physical activity (YSEF) **and** a team component (YTS) to complete both sections. If your program **does not** have a team component there is no need to complete the section for Youth Team Sports as a team component is required to be eligible for the YTS funding type. Dependent on the allocation language released by the state, you could be eligible for one or both streams. Another variable we must consider is the number of submitted applications for each type of funding (YSEF or YTS). We ask that if you are a program that can be funded for either YSEF or YTS, please fill out both question 1 and question 2 so we can allocate the funds appropriately. You only need to complete one application if your program meets the requirements for both funding streams.*

Additionally, there are two questions that all programs must answer. Question # 3 relates to how you determine if you serve underserved population which is a NYS requirement for this funding and question # 4 asks if you serve disconnected youth. NYS requires this information however it does not disqualify your organization if you do not serve disconnected youth.

Funding Stream #1

YSEF: Youth Sports Opportunity and Education Funding Stream

*In order to be eligible for YSEF, your organization must fall under one of the following: a community-based organization (you must have a tax document or some type of designation), nonprofit, municipality, or a municipal Youth Bureau. **Your EIN number must be submitted with your application as it is kept in your file for State auditing purposes.***

AGE: *This funding has an age limitation for participation as you must serve youth who are between the ages of 6-17. This does not mean that you cannot have youth in your programming who are less than 6 or over 17, it means that you will not count these youth as participating or document them on the annual report. It also means that you would be ineligible if you primarily serve youth under 6 or over age 17. For YTS, a program can serve youth up to 18 thus you could count youth less than 6 on your annual report. It is assumed that most YTS programs also have a physical/movement component thus may be eligible for both funding types however not all YSEF programs will have a team component thus they may only be eligible for one funding type (YSEF only).*

LOCATION: *If you are serving mostly Warren County youth, you will be considered for Warren County dollars. Same goes for Washington County. If you mostly serve Washington County youth, you will be considered for Washington County dollars. If your organization resides in one county over the other, but you serve youth from both counties, further consideration may be required. For example, larger organizations like Cornell Cooperative Extension have offices and branches in both counties. Technically the Washington County Branch could go for Washington County dollars. YMCA is another example of a larger corporation. They serve youth from surrounding communities. They reside in Warren County and may only be eligible for Warren County dollars. If a program welcomes all youth, please make sure you are only counting Washington County youth OR Warren County youth for your annual reports. The Youth Bureau will designate the County you will be funded from.*

BASIC COMPETENCY: *When you click this option, you are agreeing to operate as intended and as written in the contract (if awarded funds). This means that the program contact person will maintain open communication with the Youth Bureau, responding to emails or calls, allowing staff to conduct monitoring's or observations and random pop ins. This means you will also complete your annual report by the designated due date.*

CHILD PROTECTION POLICY: *There is also a requirement that your program provide us with a Child Protection Policy per State requirements as outlined by the following "programs must have a comprehensive Child Protection Policy that includes adherence to local city, agency, school district, and state child protection guidelines". Since this is limited guidance and we recognize that many programs*

may not have a written policy in place or may have one that needs updating, we have provided resources under the FAQ section referring to Child Protection Policy. You may find that towards the end of the document. This will assist you in creating or updating your policy. Most programs have a code of conduct which can be included within your policy but will **not** be considered as your Child Protection Policy. **Your child protection policy must be submitted with your application as it is kept in your file for State auditing purposes.**

See more on Child Protection Policies in FAQ (last page)

SCHOOL: Schools are ineligible to apply for funding.

ELITE: This funding is not allowed to be used for “ELITE” programs. Elite has nothing to do with your level of play or category that your program falls under in your sport. If you do not accept all youth on a first come first serve basis you most likely are an elite sport or program. If you have tryouts and cuts, you are an elite sport or program. If you have tryouts for the purpose of placement but all youth who tryout is placed on a team, you may qualify for this funding. As your application needs to be pushed forward from the Youth Bureau to the Youth Board and then to the State, if there are clarifying questions along the way, you may need to attend meetings as needed for your application to be approved.

REGISTRATION: As the program contact person, you are required to collect data that may be easiest collected at registration or in the beginning of programming. The Annual Report will ask for specific data such as gender, race, ethnicity, language spoken at home, as well as age breakdown. If you do not know, it may be helpful to develop a way to obtain this information prior to the start of the program or season.

Question #1 re: MOVEMENT: Programs must provide structured sports activities in which you will need to describe in a narrative format the movement/physical/benefits of the program. There is a requirement that you provide a narrative description on how your program enhances physical activity/sports in a structured way. We are looking for a description of the movements, muscle groups used for activities, a description of the skills that will be enhanced, a description of the activities relating to the physical activity/sport and benefits associated. We have provided examples from prior applicants within the application. These examples were approved by the State and hopefully these examples will assist you in answering this question.

Funding Stream # 2

YTS: Youth Team Sports

To be eligible for Youth Team Sports funding, your organization must fall under one of the following: a community-based organization (you must have a tax document or some type of designation) or a nonprofit. Municipalities are **NOT** eligible to apply for this funding. Programs must have a “Team” element to their programming. A team is defined as two or more youth playing against two or more where scorekeeping is kept. **Your EIN number must be submitted with your application as it is kept in**

your file for State auditing purposes.

AGE: This funding has a bit of an age limitation for participation as you must serve youth under the age of 18. It is assumed that most YTS programs also have a physical/movement component thus may be eligible for both funding types however not all YSEF programs will have a team component thus they may only be eligible for one funding type (YSEF only).

LOCATION: If you are serving mostly Warren County youth, you will be considered for Warren County dollars. Same goes for Washington County. If you mostly serve Washington County youth, you will be considered for Washington County dollars. If your organization resides in one county over the other, but you serve youth from both counties, further consideration may be required. For example, larger organizations like Cornell Cooperative Extension have offices and branches in both counties. Technically the Washington County Branch could go for Washington County dollars. YMCA is another example of a larger corporation. They serve youth from surrounding communities. They reside in Warren County and may only be eligible for Warren County dollars. If a program welcomes all youth, please make sure you are only counting Washington County youth OR Warren County youth for your annual reports. The Youth Bureau will designate the county you will be funded from.

BASIC COMPETENCY: When you click this option, you are agreeing to operate as intended and as written in the contract (if awarded funds). This means that the program contact person will maintain open communication with the Youth Bureau, responding to emails or calls, allowing staff to conduct monitoring's or observations and random pop ins. This means you will also complete your annual report by the designated due date.

CHILD PROTECTION POLICY: There is also a requirement that your program provide us with a Child Protection Policy per State requirements as outlined by the following "programs must have a comprehensive Child Protection Policy that includes adherence to local city, agency, school district, and state child protection guidelines". Since this is limited guidance and we recognize that many programs may not have a written policy in place or may have one that needs updating, we have provided resources under the FAQ section referring to Child Protection Policy. You may find that towards the end of the document. This will assist you in creating or updating your policy. Most programs have a code of conduct which can be included within your policy but will **not** be considered as your Child Protection Policy. **Your child protection policy must be submitted with your application as it is kept in your file for State auditing purposes.**

See more on Child Protection Policies in FAQ (last page)

SCHOOL: Schools are ineligible to apply for funding.

ELITE: This funding is not allowed to be used for "ELITE" teams. Elite has nothing to do with your level of play or category that your team falls under in your sport. If you do not accept all youth on a first come

first serve basis you most likely are an elite team. If you have tryouts and cuts, you are an elite team. If you have tryouts for the purpose of placement but all youth who tryout are placed on a team, you may qualify for this funding. As your application needs to be pushed forward from the Youth Bureau to the Youth Board and then to the State, if there are clarifying questions along the way, you may need to attend meetings as needed for your application to be approved.

REGISTRATION: *As the program contact person, you are required to collect data that may be easiest collected at registration or in the beginning of programming. The annual report will ask for specific data such as gender, race, ethnicity, language spoken at home, and age breakdown. If you do not know, it may be helpful to develop a way to obtain this information prior to the start of the program or season.*

Question #2 re: TEAMS: *There is a requirement that you provide a narrative description on how your program qualifies for the “team” sport funding. We are looking for a description of the team component. Items to consider when answering this question: How many teams do you have within your program? How many youths play on a team? Is your team a part of a league who play against one another? How do youth register for a team? Is scorekeeping and team standings records kept? We have provided examples from prior applicants within the application. These examples were approved by the State and hopefully these examples will assist you in answering this question.*

Question 3: Describe the traditionally underserved or disadvantaged youth population(s) that will be supported by this program and how the program will outreach to these population(s).

NEED: *There is also a requirement that you demonstrate need and that you are serving youth who are underserved or disadvantaged and provide information as to how you reach out to this disadvantaged/underserved population. For this section we are looking for data points that illustrate that your program reaches such a population. Some populations that fall under this category are youth with special needs, females, or **OCFS state definitions of traditionally underserved or under resourced:***

- Historically under-resourced communities.
- High rates of public housing and/or family homelessness.
- Opportunity Zones or neighborhoods/cities/areas deemed “low-income” via externally available tools like the New York State Council on Children and Families Kids’ Well-being Indicators Clearinghouse.
- Marginalized communities or groups with higher barriers to participation in sports (e.g., youth with disabilities; Indigenous peoples; girls; transgender/gender non-binary youth; and youth who identify as lesbian, gay, bisexual, or questioning).
- Federally and/or New York State-recognized tribes and tribal organizations.
- Neighborhoods that experience higher rates of crime and violence and have lower-performing schools.

- a. What geographical area(s) will youth be served? *This could be a datapoint with zip codes, regions, or City/Town/Village. Here, we are looking for where your program is located. You may be specific and provide a zip code or a City/Town name, region, geographical area that describes the youth you are primarily serving. Example: Our program serves youth in the rural northern point of Warren County. We primarily serve 95% of Warrensburg (12885) youth residents.*

- b. How does your program determine that your serving underserved and under resourced youth? *We are looking for specific data here as well. There are several links below that can help you complete the eligibility requirements under the Program Eligibility section on the application, as the State requires that each funded program serve youth in under-resourced communities as these communities may have scarce or under-resourced programs available.*
 - i. Well-being Indicators Clearinghouse: [NYS KWIC - KWIC New York State Indicators - Kids' Well-being Indicators Clearinghouse - KWIC NYS](#)
 - ii. Department of Criminal Justice Services (DCJS): [Criminal Justice Statistics - NY DCJS](#)
 - iii. Census Data: [Census.gov | U.S. Census Bureau Homepage](#)
 - iv. Opportunity Zones: [Opportunity Zone Program | Empire State Development \(ny.gov\)](#)

Example 1: The Fort Edward community is considered an Opportunity Zone. An opportunity zone is a low-income census tract with an individual poverty rate of at least 20 percent and median family income no greater than 80 percent of the area median. Our program serves all Fort Edward Youth residing in the Fort Edward village and town; therefore, the program serves the population in need.

Example 2: Warrensburg CSD has the overall highest chronically absent student rate of 32.8%, (195 elementary and secondary kids are chronically absent). Hadley Luzerne and Johnsbury CSD tied for the second highest absenteeism rate at 27.6%. With our program, we hope to engage youth and encourage educational values while youth are participating in programming. Having ties to one's community can strengthen other developmental assets, such as attending school.

Example 3: 80% of our program plans to focus on female athletes and youth. We do not discriminate based on gender, sex, racial background, ethnicity, nor region. All youth of any gender are welcome. However, we focus on females as they are traditionally a gender that does not engage in high impact sports.

- c. Can youth participate in your program with a disability or condition? *If you serve youth who have a qualifying disability or condition, by the state's definition, the youth participating in your program would be considered underserved. Here, we are looking for*

a sentence or two describing the qualifying disabilities or conditions. Perhaps how you are supporting these participants specifically. Are there any adaptations or changes to program operations to better serve these youth? Do coaches undergo training to better serve these youth?

We provided a link with a list of disabilities and qualifying conditions to help you determine if you serve these populations. Qualifying Disabilities and Conditions: [Qualifying Conditions for Disability | Free Review](#)

Example: 3% of youth who participate in our program have a neurological disorder such as epilepsy and coaches adapt programming to better serve these youth so that they may participate and engage with their peers.

Question 4: Will your program serve disconnected youth?

Disconnected youth are young people between the ages of 16-19 that lack a high school diploma, are not enrolled in school and are not employed in the workforce. Click yes if it you serve disconnected youth.

Program Details

- 1. Site Type:** *Please circle one of the site types. Your program MAY have more than one site or location. The state only allows us to list ONE option. If more than 50% of programming like practices or games take place on school property such as the gym or fields, then please select one of those options. Some programs take place in one designated location such as a youth center. Please circle 'Youth Center' as an option and make sure the address matches. As for programs that take place in multiple areas, please circle community. If you are not sure what to select or circle, please contact Leah Breeyear at 518-746-2319 or our general Youth Bureau phone number at 518-746-2330.*
- 2. Physical Address:** *Your address may or may not be the same as your organizational address you noted on page one of the application. Here, the Youth Bureau is looking for the address of where the **PROGRAM** is in operation. Please note that this COULD be a school address.*
- 3. Program Summary/Description:** *This is what the Youth Bureau will be looking at the summary to determine what your **PROGRAM** is about. The summary is shared with the Youth Advisory Board who ultimately votes on moving your application to the next stage. This is your time to shine and clearly demonstrate how your program operates!*

To structure your summary, please start with the name your program as well as the type of program or organization you are identified as. Which age(s) you serve, and or what location your program resides, and how your program describes movement and/or a team's component. Towards the end of your program description, please tie in your budget need. Example: Why you may need clay for your fields or why you need notebooks to document your hiking challenges.

See Cornell Cooperative's Hiking Challenge summary below as an example of a good YSEF program summary. Please also see a good example of a Youth Teams (YTS) program summary from Cambridge's Pee Wee Football program. Both summaries were previously approved by the

state.

YSEF Example: Cornell Cooperative Extension is a nonprofit organization that receives YDP funding through the Youth Bureau to support their parenting program called Strong Communities, Empowered Families. Cornell Cooperative Extension is looking to expand programming by offering a Hiking Challenge for youth. The Hiking Challenge encourages youth between the ages of 7-17 to exercise outside. The program expects to serve 50 youth. Each youth participant will receive a guidebook before their first hike. The guidebook offers maps, descriptions, and directions to trails. They are also presented with reflection questions (an evaluation tool), a section and space for drawing and as well as a section for photography. The trails vary in difficulty and ease for all levels and abilities. Youth must complete at least 6 hikes within the program year. Movements involved are walking, climbing, balancing on uneven terrain, and elevation gain through hiking trails. While hiking, youth will utilize the muscles of the lower limbs. The glutes, thighs, and calves are strengthened by bending and flexing the leg. Postural body support and hip movement, while building abdominal and back muscles. With YSEF funding, Cornell Cooperative Extension is looking to cover the cost of the 4-H membership fees for 50 youth, personnel costs for the staff guiding the youth on the hikes, as well as new gear/swag for new and returning youth who hiked in previous years. Each hike is supervised by a guide, and parents are welcome to attend as well.

YTS Example: Cambridge Pee Wee Football Inc. is a not-for-profit organization that is comprised of three levels based on the grade level of the participants. The Flag team, grades K-2nd with 30 youth. Cubs, 3rd/4th grades with 30 youth. Tigers, 5th/6th grades with 20 youth. Participants are from Cambridge School District and Salem School District students, both males and females. Practices begin in at the end of August and are held at the Cambridge Central School fields for 2 hours 3 times a week. Games are held on Saturdays. The league games start in September. Each division, flag, tigers and cubs are coached by volunteers many dedicated volunteers with at least 4 coaches per division. Referees are used during games; scores are kept and the 2 top teams from the league go on the play in the Super Bowl. Each game the teams alternate between offense and defense, with 11 players on the field always. Offense runs plays to score touchdowns. Defense also runs plays and tried to prevent the other team from scoring touchdowns. During practices teams will work repetitive drills and skills to help develop a higher level of playing and improve split second decision making and reaction times. All players are encouraged to try all positions on the field during practices to see where their skills are best utilized. Each player will participate in every game for at a minimum of 8 plays each. Players must have a certain number of hours at practice each week to participate in games, this is for safety and unity. With the YTS funds, the program is looking to purchase 24 helmets, uniforms, pants, and consumables like first aid kits.

- a. **WHAT:** Please describe your program, include the following within your description.
 - i. Please describe your registration process. *How do youth know of the program? How do they sign up? Are flyers posted or distributed within the schools to recruit youth? How early do you advertise to allow youth sufficient time to decide if they are interested and want to participate in programming? Do you have registration deadlines? Example: We advertise on our social media platforms; we send flyers to local school districts and use the sports app to*

communicate with parents the first three weeks of school before registration. Parents register their children in the beginning of the season at the Town Hall where they will be given further details prior to the start of programming

- ii. **How do you determine your eligibility requirements in order to be funded?** *Here, we want more information on who you primarily serve for the program. This could be more on age ranges, race, disability, poverty level, information on truancy or school attendance, and any other data points you can include to make your application stronger. Do you provide scholarships? Example: Our program serves youth between the ages of 7-12, more than 50% of our participants are underserved youth who identify as neurodivergent.*
 - iii. **What is the coach or adult ratio to youth?** *we want to see how many youths are supervised by trained and safe volunteers/staff/adults. Example: There are 10 youth to one coach. Ratio is 10:1 Supervision is a large component of programming. We ensure our coaches have background checks and are scanned through the NYS Sex offender Registry. All coaches are trained in First Aid, AED administration, Heads Up on concussions, as well as general emergency/urgent care procedures.*
 - iv. **How is your program structured?** *Try to explain this as if the person reading the application has no idea about your specific program. Is programming structured by division or age? How is it organized? Are youth grouped together by age or grade? Are they grouped by skill level? Example: We have 4 baseball teams, 2 softball teams, and 1 t-ball league. Each league is separated by age.*
 - v. **Do youth have any say or input on program operations and development? If so, how?** *The Youth Bureau values youth input as an important indicator of strong positive youth development programming. When young people have a voice in shaping activities and decisions, it fosters ownership, leadership, and engagement. Youth ideas can also strengthen programs, ensuring they remain relevant and meaningful to the participants being served. For example: Once a week youth participants might take on the role of "head coach" and lead team practices or games. This approach promotes accountability, responsibility, teamwork, and positive sportsmanship, while also strengthening peer-to-peer interactions and leadership skills.*
- b. **WHEN:** Period of actual program operation. Please use dates (a range is acceptable such as April-September): *Example: Our youth football program starts the first week of August and runs until the last week of October. Include the Duration of your program as outlined below.*
- c. **DURATION:** *When is your program? Tell us the detailed time timing of the program. Is it after school? How many times do you convene a week? What are the time frames? Example: Youth convene every Monday, Wednesday, and Friday after school at 5:00pm for practices. Games are held on Saturdays and fundraising occurs every other Sunday.*

The 8 Features of Quality Youth Development Programming

Since YTS/YSEF funding streams are grounded in the principles of Youth Development, there is a requirement for applicants to understand and demonstrate that they are a quality youth development program. According to best practices, the 8 features have been found when a program is highly effective in reducing risks and increasing protective factors for the youth that they serve. The 8 features are also a component of the Resource Allocation Plan which must be submitted and approved by OCFS before funding can be allocated to the applicants.

The below resources will help you complete the 8 features section on the application.

Positive Youth Development (PYD)

This is an intentional, prosocial approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people’s strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

Resources: [Positive Youth Development | Youth.gov](#)

Principals of Positive Youth Development: [Principles of Positive Youth Development - ACT for Youth](#)

Foundations of Positive Youth Development: [Scientific Foundations of PYD - ACT for Youth](#)

8 Features of a Positive Environment: [Positive Environments - PYD - ACT for Youth](#) and [Microsoft Word - pyd 4-1 features.docx \(actforyouth.net\)](#)

The state looks at PYD Feature 1 and 2 with scrutiny. It is imperative that you complete these sections with as much detail as possible. The state is also looking at enhanced safety for programming and how the safety of youth is outlined. We must collect information for all features, but please give extra attention to PYD Features 1 and 2. In our experience, we have had the State ask for further information regarding safety, even after approvals. We want to be as prepared as possible and have program details on hand up front in case there is an audit or question. This is to streamline approvals and ensure there is no delay as we want to fund approved programs without holdups.

Below each feature you will find strong responses as well as weak responses. These responses were created as a reference tool or “cheat sheet” designed to assist OCFS representatives and Youth Bureaus when reviewing the 8 features of Positive Youth Development. It aims to promote greater consistency and accuracy in applying the eight features, while enhancing our ability to assess program effectiveness. You will also see a state approved example. For this Guidance Document, we have used strong examples from the ADK Youth Athletic Hockey Association application.

PYD Feature 1. *Physical and Psychological Safety*

1. How does your program promote safe and healthy programming? What practices increase safe peer group interaction and decrease unsafe or confrontational peer interactions? *Things to consider when answering this feature. Do you have intentional plans on welcoming youth into the space? How do you greet each youth? Do you know youth by name? Do you ensure the space is clean or appropriately equipped? How do you establish a respectful inclusive code of conduct? What policies do you have in place on bullying and foul language. Do you have a mission statement that supports inclusivity Are staff asked to be supportive or respectful to youth? If any of these statements apply, please write in a few sentences how it applies to your program.*

***A strong response:** Staff monitor youth/adult ratios; mentors are trained in safety procedures; dietary restrictions tracked through excel; emergency plans in place; spaces accessible to all.*

***A weak response:** Building is safe and lit. Emergency plan exists. Plans are outlined our code of Conduct.*

***Actual State approved example:** All coaches are certified through USA hockey with background screenings. They are also Safe Sport certified. Unsafe areas of the hockey rink are fenced off, so players do not enter these areas. The program is designed with safety in mind. We have procedures in place in case of power outages or snowstorm events. While the Hockey Zamboni is cleaning the ice, no player will enter the ice until the Zamboni is off the ice with the hockey doors closed. This is strictly enforced with the building personnel along with all coaching staff. Old hockey equipment that is outdated is disposed of and new equipment is purchased. This is especially important with hockey helmets as a USA hockey safety protocol. As for psychological safety, the program has staff and couches trained in various procedures, emergency plans are clearly laid out, and space is accessible for all youth. All incidents or accidents are tracked. The program also goes by the USA hockey Code of Conduct, which is strictly enforced.*

2. Programs should demonstrate below in several sentences how their program safely administers programming. For those programs **with enhanced safety risks** such as high impact sports, you will be required to provide further documentation. Sports considered high impact with enhanced safety risks could include football, archery, shooting sports, baseball, softball, lacrosse, soccer, etc., please be as detailed as possible. If you are not sure if you are a sport with enhanced safety risks, please call Leah Breeyear to discuss 518-746-2319.

- a. **Staff Competency (this includes volunteers)**

Please list how program staff are competent in sports safety, first aid, and how they are qualified to use applicable equipment (example: AED)? *Example: Safe Sport as well as USA Hockey Certification, many of our volunteers are also CPR/AED/First Aid certified.*

Please list the required staff training or relevant credentials related to protecting the safety of youth participants. *Example: All Coaches, staff, and volunteers undergo background checks, and at least 90% are training in administering an AED. All staff*

have First Aid and Concussion Training.

How does your program properly inform youth and guardians about the risks associated with said sports activity? *If so, how do you go about this? Example: Youth and families are informed through our Hockey registration process.*

How does your program educate youth about the activity in a manner that prevents injuries and encourages safe participation? If so, how? *Example: Youth and families are informed through our Hockey registration process.*

Does your program have clear procedures on how to respond to an accident or injury? Please describe your process: *Example: We have protocols in place in which we follow through USA Hockey and Safe Sport guidelines.*

Does your program have clear procedures on how to respond to weather events? (this may include lightning, extreme heat, extreme cold etc.) If so, describe: *Example: we have procedures in place with power outages or snowstorm events when we are unable to use our hockey facility as the City of Glens Falls will close the facility until the weather event is completed as a safety measure.*

b. Environment and Equipment

Please describe safety protocols your program follows for the space and or environment your program is located within. *Example: Unsafe areas of the hockey rink are fenced off; therefore, players do not enter these areas, even by mistake. Hockey gear is kept in a locked locker and only the coach has access.*

Please describe the safety protocols your program follows for the enhanced safety equipment your program uses. *Enhanced equipment that must require additional safety guidelines may include Guns, axe throwing equipment, skeet shooting equipment, helmet/gear replacements, etc. Example: While the Hockey Zamboni is cleaning the ice, no player will enter the ice until the Zamboni is off the ice with the hockey doors closed. This is strictly enforced with the building personnel along with all coaching staff.*

Does your program conduct activities at an appropriate site using proper equipment? *Example: All youth in our organization are required to wear full hockey attire with necks guards before entering the ice.*

For potentially dangerous equipment, does your program have policies on how that equipment will be stored and transported? *Example: It is always locked away in the maintenance areas with secure locks on the doors.*

How does your program ensure that equipment used is properly cleaned and maintained to prevent accidental injury? *Example: Old hockey equipment that is outdated is disposed of and new equipment is purchased. This is especially*

important with hockey helmets as a USA hockey safety protocol (please see attachments for equipment purchases).

c. Adequate supervision

Does your program provide adequate structure and support for staff supervision of youth? *Example: Yes, we have certified coaches through USA hockey with background screening and Safe Sport certified.*

Does your program maintain records of accidents and incidents and review these documents to prevent future accidents? *Example: Yes, we maintain all reports of accidents and incidents which is part of USA Hockey protocols. We have these saved in an excel spreadsheet which are reviewed and evaluated after each incident and again after each season to see how programming can improve.*

PYD Feature 2. Appropriate Structure

How does your program control the setting? Please list any or all clear and consistent rules and expectations of the program. This may include examples of firm enough control; continuity and predictability; clear boundaries; and age-appropriate monitoring. *Please describe how your program is structured. What are the rules of the program? Things to consider when completing this section: Do you maintain all required documents, do you have an employee handbook, do you conduct fire drills, are you in compliance with any State regulations? Do you have a board that reviews all codes of conduct? Who assesses programming or evaluates? Who takes attendance at the beginning of programming? What about medical records or emergency contacts?*

A strong response: *Consistent schedules: clear rules co-created with youth; structured activities with monitoring and feedback.*

A weak response: *Program staff are trained to work with youth and will provide a sound environment. Public spaces are free from inappropriate or degrading materials.*

State approved example: *By utilizing our "Codes of Conduct": Youth and coached follow the USA Hockey Code of Conduct where no swearing or abusive language on the bench, in the rink, or at any team function is allowed. No lashing out at any official no matter what the call is. The coaching staff will handle all matters pertaining to officiating. Anyone who receives a penalty will skate directly to the penalty box. Fighting will not be tolerated. Fighting will result in an appearance before the Discipline Committee. There will be no drinking, smoking, chewing of tobacco or use of illegal substance at any team function. I will conduct myself in a befitting manner at all facilities (ice rink, hotel, restaurant, etc.) during all team functions. Any player or team official who cannot abide by these rules or violates them will be subject to further disciplinary action. USA HOCKEY Parents Code of Conduct is also signed. Children are involved in organized sports for their enjoyment. Make it fun. Encourage your child to play by the rules. Remember, children learn best by example, so applaud the good plays of both teams. Do not embarrass your child by yelling at players, coaches or officials. By showing a positive attitude toward the game and all its participants, your child will benefit. • Emphasize skill development and practices and how they benefit your young athlete. De-emphasize games and competition in the lower age groups. • Know and study the rules of the game and support the officials on and off the ice. This approach will help in the development and support of the game. Any criticism of the officials only hurts the game. • Applaud a good effort in both victory and defeat and enforce the positive points of the game. these are just a few examples.*

PYD Feature 3. **Supportive Relationship**

How does your program incorporate supportive relationships? Does your program promote warmth; closeness; connectedness; good communication; caring; support; guidance; secure attachment; and responsiveness? *Items to consider when answering this question: Are staff working collaboratively and respectful to one another, modeling of preferred behaviors? Do staff and adults in the program work as a team to best serve youth participating in programming?*

A strong response: *Youth paired with mentors; staff trained in youth engagement; weekly check-ins; peer groups foster belonging.*

A weak response: *We ensure that we support children, families, schools and staff always. Our program has an open-door policy at all times.*

State approved example: *In our organization, we have a multitude of travel and house teams in which the players are split up into various teams, of which coaches, assistant coaches, volunteers, team managers and parent helpers to provide direction, communication and support at all times. This team environment creates a welcoming environment for all the youth players so they can be connected to their cohesive team.*

PYD Feature 4. **Opportunities to Belong**

How does your program offer opportunities for meaningful inclusion, regardless of one's sex, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; and support for cultural and bicultural competence? *Are youth ever dismissed based on their backgrounds or how they present? Does the program intentionally plan to welcome and create an environment to support youth from all diverse abilities. Here we are looking for a sentence saying how you are including all youth.*

A strong response: *Staff is trained and skilled in methods to ensure all participants are involved and not excluded due to ethnicity, gender, sexual orientation or disability. Space and activities are handicap accessible. There is both a designated bulletin board and a display case in the Community Center for the members to share their activities and interests. Participants are given opportunities to share stories and experience from their families or cultural/ethnic groups.*

A weak response: *Will increase knowledge about alcohol, tobacco and other drugs. Staff and campers represent different cultures and nationalities All youth are welcome if they meet the age requirements*

State approved example: *We offer programming in which girls as well as boys can participate and play on the same teams (COED). All youth regardless of background, ethnicity, sexual orientation, and disabilities are given opportunities to play within our organization on any teams.*

PYD Feature 5. **Positive Social Norms**

How does your program promote positive social norms? This can include examples of rules and behaviors; expectations; injunctions; ways of doing things; values and morals; and obligations for service. *Consider if staff model, teach, support, acknowledge, and celebrate respectful behavior on a regular basis.*

A strong response: Youth develop a code of conduct; positive behavior celebrated; community service recognized.

A weak response: Youth told to behave; no recognition system in place.

State approved example: Each participant is expected to follow the rules and guidelines of the program, which include attendance, showing up on time, being respectful towards coaches, teammates, and officials, and other teams. Coaches clearly lay out these expectations at the beginning of each session and hold participants accountable throughout. Each coach also holds a parent meeting at the start of each season to reinforce the expectations for the program.

PYD Feature 6. Support for Efficacy & Mattering

How does your program incorporate efficacy and mattering or empowerment practices that support autonomy; making a real difference in one's community; and being taken seriously? Practices that include enabling, responsibility granting, and meaningful challenge could be examples listed below. Practices that focus on improvement rather than on relative current performance levels are also examples you may list below. *Does programming offer activities that develop global competencies, build on life skills, or prepare them for a long-term life path such as college or a career. Does programming have fundraising efforts or ways to increase the importance of civic duties?*

A strong response: Youth advisory boards; youth lead projects; input used to change program design.

A weak response: Youth asked for opinions sometimes, but no follow-up or decision-making power

State approved example: Building skills through progressions: Break down complex skills into smaller, manageable parts that players can master individually before integrating them into a full game scenario. This provides repeated, positive "performance experiences" that build confidence. Utilizing small-area games: These activities increase puck touches and force players to make quicker decisions in a game-like context, developing their "hockey sense" and problem-solving skills under pressure. Encouraging experimentation and learning from mistakes: Create a psychologically safe environment where players are not afraid to fail. When players make a mistake, coaches should guide them to the correct solution rather than simply giving them the answer. Balancing challenge levels: Design drills that push players slightly out of their comfort zone without being so difficult that they become demoralized. For players with different skill levels, coaches can adjust constraints or create ability-based groupings. Providing descriptive and constructive feedback: Praise effort and specific, positive actions rather than just giving a generalized compliment. For constructive feedback, sandwich the correction between two positive observations. Highlighting strengths: Have frequent one-on-one discussions with athletes to acknowledge their individual contributions and specific skills that benefit the team.

PYD Feature 7. Opportunities for Skill Building

How does your program allow youth to build skills? 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 are all examples you may list below. *Does your program feature activities that are developmentally appropriate for the age and skill level of the participants and allow youth to develop new skills during program operation? Does your sports program also allow youth to engage in physical, social and emotional learning, and academic pursuits? Do staff consider youth developmental stages when planning activities? Do staff give youth*

constructive feedback or authentic opportunities to make decisions about the program? Does programming encourage youth to take initiative, explore interests, or set goals for personal achievement, and work to meet them?

A strong response: Workshops on life skills; internships; applied peer projects.

A weak response: Some skills introduced, but no practice or application outside program.

State approved example: Our program helps youth build a wide range of physical, mental, and social skills that contribute to their development both on and off the ice. Through structured practices, teamwork and facing challenges, participants learn discipline, resilience, and sportsmanship. Physical skills such as cardiovascular fitness, strength and agility, coordination, dexterity, and balance. Mental/emotional skills such as resilience, time management, confidence and strategic thinking and lastly social skills such as teamwork/collaboration, sportsmanship, leadership and building strong lasting friendships.

PYD Feature 8. Integration of Family, School & Community Efforts

How does your program incorporate the family, school, and community? Concordance, coordination and synergy among family, school and community is encouraged. Please list examples of how your program incorporates the previously mentioned components. *Is there frequent and regular interaction between families and staff members? Do staff and coaches interact with families in a comfortable, culturally sensitive, and in a welcoming way? Does your programming encourage and support youth to interact with one another in a positive way and build a sense of community among other youth? Is the school involved? If so, how? Does programming ask family members to volunteer?*

A strong response: Regular parent communication; school collaboration; community partnerships for service and learning.

A weak response: Parents receive flyers; minimal collaboration with schools or community

State approved example: We run an annual AYHA social event for all our AYHA families to celebrate our program diversity and celebrate another year of our great organization and its accomplishment to youth sports. Teams also gather for teambuilding events with teammates and family within the communities they reside in.

Monitoring and Evaluation

Monitoring is defined as the systematic review of a funded program based upon the requirements of a contract, rules, regulations, policies and/or state and local laws. It identifies the degree to which a program or operation accomplishes the activities specified in a contract/application and how it complies with requirements.

INTENSIVE: The Youth Sports Opportunity and Education (YSEF) and Youth Team Sports (YTS) funded programs will receive “Intensive Monitoring” every year. This includes scheduled visits to funded sites, the completion of a monitoring tool, and ongoing technical support. These programs also undergo expense report reviews, annual report reviews, random in person pop ins, and technical assistance communications. Monitoring is required by the State. The form used to monitor programs was created in house and based on the NYS Quality Self-Assessment (QSA) tool which includes a review of the 8 PYD features and provides staff prompts as what to look for within program operations that fall into these categories. During an intensive monitoring, at least one program staff person is interviewed about their role, safety protocols, structure of the program, etc. This person is typically the point of contact like a Program Director or Head Coach, but this does not exclude other coaches, board members, volunteers, or staff from being interviewed as well. Youth participants are interviewed so that they have input. They are typically asked to relay what the program means to them and or what additions they would like to see to improve the program. Budgets are also reviewed during on site monitoring to ensure that the items that the program requested listed in the application were purchased or in the process of being purchased.

If a program receives YDP funding AND YSEF/YTS funding, it is possible that two monitoring’s must take place since the funds support different programs.

Describe the process used to monitor your funded programs based on the above definition. Please include the person(s) responsible for monitoring, frequency of monitoring, and documentation of monitoring activities. *This could be a coach or board members. Perhaps an executive or director. To answer this question, we are looking for who is monitoring the program and how. How often? Any assessment tools used?*

Example: We track attendance at all our events, including practices and games. Our commissioner and coaches are responsible for this tracking, and we can provide a summary at the end of the season.

Example 2: Our programs are monitored regularly to ensure compliance with grant commitments. The Program Director oversees day-to-day monitoring by attending each game, checking in frequently with coaches, and reviewing incident and attendance reports. The Executive Director also visits practices throughout the season to observe program delivery and provide oversight. Monitoring activities are documented through incident reports, which are reviewed on an ongoing basis to ensure adherence to safety protocols. This process ensures accountability and continuous program improvement.

Evaluation: Please describe the process to determine the value or amount of success in achieving your pre-determined program or operational goal. Evaluations can identify program strengths and

weaknesses to improve the program. Evaluations can verify if the program is actually running as originally planned. Please include the person(s) who conduct the evaluation, the objectives measured, when the evaluation will be conducted and how the results will be used. *Example: We will keep track of attendance at practices and games, and when the kids come back year after year, it proves the program works. We can also track whether children who participate in the lower grade levels continue with the program through grade 6. We will utilize an end of season evaluation for both parents and coaches to identify the strengths and weaknesses of the program. We will send out the link via a google form and the Commissioner will collect the information and disseminate to coaches for information for the following year. Within the evaluation, we will ask about enjoyment of the program, efficiency of communication, appropriateness of the level of instruction, and other areas in which we can improve.*

Example 2: Program evaluation is overseen by our program director, executive director, and Safety Subcommittee, which reviews safety protocols quarterly to ensure alignment with goals and requirements. The Executive Director and Program Director attend rides during the season to observe program delivery, provide feedback, and identify strengths and areas for improvement. Success is measured by tracking youth participation, safety incidents, and family and coach feedback at the end of the season. While we do not yet have a formal evaluation system, these practices allow us to verify that the program operates as planned and to make continuous improvements based on direct observation and review.

Developmental Assets

Developmental Assets identifies 40 positive supports and strengths that young people need to succeed in families, schools, neighborhoods, and communities. The framework focuses on specific strengths that can be measured and built in families, schools, youth programs, faith communities, and other settings in communities to provide the experiences, opportunities, and relationships that children and adolescents need to be resilient and thrive. The framework is based on decades of research with millions of young people with diverse backgrounds, in many contexts and countries around the world. *This resource could be used as a pre and post survey to help with program monitoring and evaluations. Have youth gained prosocial skills and assets while participating and while engaged in programming? This is a tool developed by Search Institute to measure such aspects.*

[The Developmental Assets Framework - Search Institute \(search-institute.org\)](https://search-institute.org)

Budget Guidance

This section will help you complete the budget section in the application.

Available Funding: Historically, programs funded by these funding streams receive between \$2,500-\$7,000 to operate the program. Please provide the amount between \$2,500-\$7,000 below you will be requesting.

Example Amount requested: \$ 6,944.96. This will be the total of all expense categories.

Permits/fees, including access to fields, courts, etc. please list details below

\$ Per item	PERMITS/FEES/FIELD costs/etc.
	Description
\$150.00	Field Rental for the season
\$250.00	Permit to operate at tournament
Total: \$400.00	

If you are applying infrastructure funds, please list what items you are looking to purchase to improve program (repave courts, reseed fields, new nets, storage for equipment, etc.)

\$ Per item	INFASTRUCTURE
	Description
\$159.96	Posts (4 posts at \$39.99 each)
\$500.00	Labor
\$300.00	Fence panels (30 panels at \$100 each)
\$250.00	Materials (quikrete concrete mix, nails, raw wood, buckets for mixing)
Total: \$1,209.96	

If you are applying for gear or equipment, please list what items you are looking to purchase (hats, gloves, bats, uniforms, shirts, helmets, etc.)

\$ Per item	GEAR/EQUIPMENT
	Description
\$500.00	10 Gloves at \$50.00 each
\$750.00	50 Hats at \$15.00 each
\$1,250.00	50 10U Jersey \$25.00 per youth
\$300.00	50 Baseballs at \$6.00 a piece
\$225.00	3 Nets at \$75.00 each
Total: \$3,050.00	

If you are applying for scholarship or registration offset costs, please describe below

\$ Per item	REGISTRATION/SCHOLARSHIPS
	Description
\$1,000.00	Registration costs for each youth (\$50/youth)
Total: \$1,000.00	

If you are applying to offset personnel costs, please describe in detail below (coaching, education/instruction of youth, overhead/admin, etc.)

\$ Per item	PERSONNEL COSTS
	Description
\$ 975.00	Umpire fees for 15 (\$65 per game)
Total: \$975.00	

If you are applying to offset consumable supplies for youth please list what items you are looking to purchase (first-aid supplies, snacks, etc.)

\$ Per item	CONSUMABLE SUPPLIES
	Description
\$100.00	Water
\$40.00	Juice
\$70.00	Gatorade
\$35.00	First Aid kit
\$10.00	Gloves – latex 1 box
\$25.00	Band-Aids
Total: \$280.00	

If you are applying to offset costs associated with adaptability and making the activities within the program accessible for youth with disabilities, please list what items you are looking to purchase

\$ Per item	ADAPTABILITY
	Description
\$30.00	Plastic ramps for concession stand
Total: \$30.00	

Amount Requested: If you are applying for anything other than the above please list below

\$ Per item	OTHER
	Description
	n/a
TOTAL:	\$0

Expense Category	Totals Per Category
Permits/Field	\$400.00
Infrastructure	\$1,209.96
Gear/Equipment	\$3,050.00
Registration/Scholarships	\$1,000.00
Personnel	\$975.00
Consumables	\$280.00
Adaptability	\$30.00
Other	\$0.00
	Budget Total (amount requested): \$ 6,944.96

Program Requirements

In this section, you will see multiple questions where you must click boxes.

We are looking for you to click 'YES' when it comes to collecting data on your programming. This is essential as you will be asked to complete an Annual Report at the end of programming operation or by the designated date.

Typically, Annual Reports are due on or before October 15th OR 15 days after the program year has ended. If your season ended before October 15th, feel free to send it in earlier. If your season is not over and programming still occurs after October 15th, please only count the data from the program year (10/1/26-9/30/27).

*You may email your report to Leah Breeyear at lbreeyear@washingtoncountyny.gov. Around this time, we are gearing up for the next program year and closing out the previous program year. We do not want to be chasing organizations down for data while starting a new year. **Please note: If reports are not turned in on time, this may affect funding allocations in the future.***

*The third question refers to the monitoring date. We would like the contact person to take initiative, reach out, and schedule a date with the Youth Bureau. We are looking for you to click 'YES' here as well. Ideally, Leah Breeyear would be the person to contact to schedule a date. **She can be reached at 518-746-2319 or by our general number at 518-746-2330.** When scheduling a date please consider best times. This could be a practice, a game, or an event. Also note that an OCFS State Representative may accompany a Youth Bureau staff person at any given time.*

In your application, you'll see a section near the end called "Touchstones"

This is an OCFS term. Touchstones are a common set of measurable goals, objectives, and service categories across youth-serving systems. These are organized by major Life Areas, such as Physical & Emotional Health, Education, Citizenship, Family, Community, and by Economic Security. Then by corresponding Goals, Objectives, Services/Opportunities/Supports (SOS) and performance measures ("How Much", "How Well", "Better Off").

Here, you'll be asked to complete performance measures using this framework. In that section, you will need to report in the following three performance-measure areas:

- **How Much:** *The number of unduplicated youths who participated in the program during the program year.*
- **How Well:** *The percentage of youth who completed the program.*
- **Better Off:** *The number and/or percentage of youth who report an improvement in their ability to socialize/interact with peers, family or other members of their community.*

The last question is asking how your program determines a youth is better off? What tool, survey, observation or assessment will you use to measure youth improvement in that area? This could be in the form of pre/post surveys, a coach's observation, attendance increases, peer assessment, and through self-reporting. Please describe clearly the method you will use. Please remember you can use the 40 Developmental Assets as a tool to enhance programming.

For example: Each week the youth in our sports program will complete a short pre-season survey and a post-season survey that asks about their confidence in interacting with teammates, communicating with family members about the activity, and supporting peers. We will record the number of youths served (How Much), track the percentage who attend at least 75 % of sessions and finish the season (How Well), and then compare responses on the 'social interaction' items from pre to post to determine the percentage of youth who report improvement (Better Off).

FAQ

1. How do I tell the difference between YSEF and YTS?

YSEF-Youth Sports and Education Opportunity Funding	YTS-Youth Team Sports
<p>Movement-Must include Movement within the Program</p>	<p>Unlike YSEF, YTS has a sole focus on team sports. Under YTS, a team sport is defined as an “organized physical activity in which groups of two or more individuals are in competition with two or more ongoing opposing individuals.”</p>
<p>Key elements of a youth sport include physical health and well-being – Increasing physical activity and positive relationships to one’s body</p>	<p>Key elements of a team sport include multiple individuals playing together / for the same entity (team), and individuals playing against each other in competitive way.</p>
<p>Key phrases for YSEF may include: Mentioning muscle groups activated Action of youth within program Verbs explaining sport or movement</p>	<p>Key words for YTS may include: Competition Scorekeeping Coaches League Matches</p>
<p>School Programs cannot apply</p>	<p>School Programs cannot apply</p>
<p>Funding can be awarded to local organizations, municipalities, and nonprofits</p>	<p>Funding must be awarded to local community-based organizations and nonprofits</p>
<p>Elite or private sport camps, programs, or teams cannot apply</p>	<p>Elite or private sport camps, programs, or teams cannot apply</p>
<p>Serve youth between the age of 6-17</p>	<p>Serve youth under 17</p>

2. How do I know if I have an acceptable Child Protection Policy?

Child Protection Policy

We recommend that you consider some or all of the following when creating or updating your Child Protection Policy. Portions of your protection policy may also be used when answering applicable questions within the 8 features of Positive Youth Development section in the application.

- *Laws*
- *Training*
- *Safety Procedures*
 - *Physical safety*
 - *Prevention of bullying*
 - *Child safety (equipment used, sex offender checks, safety equipment etc.)*
 - *Coach/volunteer safety*
 - *Weather management/protocols*
- *Youth Safety as it relates to abuse*
 - *Volunteer/Coach background checks*
- *Incident Reporting*

Laws to consider

Automated External Defibrillator (AED) Law

If your program does not have an AED on site, these dollars can be used to purchase an AED. To comply with this regulation, keeping a record of your volunteers/coaches that are trained in the usage of the AED would be recommended and should be added to your policy.

The NYS Bureau of Emergency Medical Services and Trauma Systems has issued a Policy Statement that outlines the Automated External Defibrillator (AED) Requirements for Youth Sports Leagues. Below is a snippet of the policy but please access the following link to read the full policy regarding Section 300-F of the NYS Public Health Law. [09-03.pdf](#)

Scope

This policy applies to all youth sports leagues in New York State with at least five (5) teams participating in organized events such as games, tournaments, or matches. The law is intended to cover larger, more structured leagues and does not apply to smaller, informal activities, such as single games or practices involving ad-hoc teams formed without formal league organization.

Training Requirements

Each league must ensure that at least one (1) volunteer or paid staff member holds a valid certificate in AED operation and use. It is strongly recommended that multiple individuals, both volunteer and employed, receive certification to ensure full compliance with statutory requirements.

NYS Sex Offender Registry Search

This is a very simple search that allows you to print the results for both the NYS DCJS web search and the US Department of Justice web search for Level 2 and 3 sex offenders. These are name-based searches within their web-based database. For a more detailed request directly to DCJS for level 1 (lowest level)

sex offender you would also need your volunteers/coach's driver's license number or social security number and their Date of Birth in order to request this type of search.

In 2024, Governor Hochul signed child protection legislation S.6063/A.4117

<https://www.nysenate.gov/legislation/bills/2023/S6063> which directs NYS Department of Health to require operators of children's non-regulated camps to search the national sex offender database before hiring an employee or volunteer and to search each year for current employees.

- The US Department of Justice created the National Sex Offender Public Website (NSOPW) that can be utilized to search by name your employees/volunteers to ensure they are not on the registry. <https://www.nsopw.gov/> Remember to also search maiden names.
- The New York State Division of Criminal Justice Services (DCJS) also has a registry that can be searched by name for Level 2 and 3 offenders. Upon request they will also search for level 1 offenders by Name/DOB/driver's license. [Division of Criminal Justice Services Sex Offender Registry](#), call (518) 417-3384 or visit their website, criminaljustice.ny.gov.
 - Website: [NYS Sex Offender Registry Search Procedures for Children's Camps](#)
More on the New York State Department of Health's requirements for youth camps can be found [here](#).

Trainings

If you require your coaches to complete other trainings or at a minimum attend a coaches meeting in which the program expectations and general rules are reviewed, this should be added to your policy. Other trainings that could be added would be CPR/1st Aid, Concussion, weather related trainings, some sort of coaches training, positive youth development training etc. Below are a few training platforms that have been mentioned by prior applicants.

Positive Coaching Alliance <https://positivecoach.org/training/online-courses/>

NFHS <https://nfhslearn.com/courses>

U.S. Center for SafeSport <https://uscenterforsafesport.org/courses/#trained-series>

Positive Youth Development 101

https://www.rhyttac.net/index.php?option=com_content&view=article&id=495%3Apyd-101-online-courses&catid=27%3Arhy-resources&Itemid=125

CDC website on Concussion Trainings: [HEADS UP to Youth Sports Coaches: Online Concussion Training | HEADS UP | CDC](#)

OCFS has developed a guidance document with links embedded that is intended to assist funded programs in the creation of healthy/safe environments that promote the well-being of youth in sports. [Youth-Athletic-programs-keeping-them-safe-and-positive.pdf](#)

Safety Procedures

Under this heading, you could outline any of your safety procedures relating the use of equipment, the requirement to use personal safety equipment (face protectors, helmets etc.), protocols around extreme weather (lightning/heat etc.). For programs that would be considered a higher risk program, such as Football, Archery, Shooting Sports the state requires that you clearly demonstrate that you have procedures in place to reduce the likelihood of injury. This policy can be used to complete the sections in the application under PYD Feature 1. Physical and Psychological Safety. Psychological safety relates to how you increase safe peer group interactions, how you manage unsafe or confrontational peer interactions.

Reporting

This area relates to the procedures and processes that you have in place to document incidents and/or accidents.

Examples of Child Protection Policies

If you do not have a child protection policy yet, the below links are a great way to start!

Website: <https://www.littleleague.org/downloads/ll-child-protection-program/>

Website: <https://safekidsthive.org/prevention-topics/policies-procedures/sample-policies-procedures/>

- Specifically look at the Cal Ripken, Sr. Foundation sample of a Simple Child Protection Policy.

3. How do I know if my application will be considered?

Prioritizing Applications

Once the Youth Bureau receives your completed application, staff review all aspects and descriptions to ensure your program is eligible. The Youth Bureau then prioritizes applications and presents the best programs that fit the funding requirements to the Youth Board. The Youth Bureau gives their recommendations, but overall, the Youth Board decides where to allocate the funds. Priority is typically given to programs who want to expand the number of youth they will serve and / or to new programs, and / or to programs who have not previously received funding.

OPPORTUNITY ZONE: As previously mentioned, an Opportunity Zone is a low-income census tract with an individual poverty rate of at least 20

Priority Area Legend	Symbol
Opportunity Zone (CFSP)	*
Serves youth between 12-15 (CFSP)	@
Absenteeism Rates (CFSP)	-
Increase in capacity (CFSP)	+
New Program	%
Adaptive	>

percent and median family income no greater than 80 percent of the area median. *If you are unsure if your program operates in an Opportunity Zone, please reach out to Leah Breeyear. Opportunity Zones are prioritized areas, as they are specifically highlighted within the **Children and Family Services Plan (CFSP)**. The CFSP is an annual plan used to identify areas of need within each county and outline how those needs will be addressed through funding, programming, and other resources.*

SERVES YOUTH BETWEEN 12-15: Priority will also be given to programs that target programming to the ages of youth between 12-15 years of age. *Priority is given to this population for several reasons. This age bracket has a higher rate of juvenile delinquency, PINS (person in need of supervision) cases, higher absenteeism rates, and engaging in anti-social behaviors such as substance abuse. Additionally, participation rates for this age group are consistently low and few programs specifically serve this population. By prioritizing initiatives that focus on youth ages 12–15, the Youth Bureau seeks to fill this programming gap, reduce risk behaviors, and promote positive youth engagement.*

ABSENTEEISM RATES: This is another factor we focus on as it's also a priority highlighted in our CFSP. *Absenteeism rates are another key focus area outlined in the **Child and Family Services Plan (CFSP)**. Absenteeism refers to the lack of attendance in school and if youth attend regularly or not. To help address this issue, the Youth Bureau prioritizes funding applications from organizations that serve or operate in areas with high absenteeism rates. By increasing access to programming and supportive services in these communities, we aim to strengthen connections between children, families, and their schools or communities. This will ultimately help to reduce absenteeism and promote consistent school participation, engagement, and overall well-being.*

INCREASE IN CAPACITY/EXPANSION: Programs that are currently funded through YDP, YSEF, or YTS streams may receive priority if they demonstrate clearly within their application how they are going to expand capacity or reach additional youth. Funded programs must show how they intend to increase the number of youths served or enhance the program. *Example: Argyle Youth Archery, operated through the Argyle Youth Commission, previously received YSEF funding in addition to their annual allocation for YDP funds. Since the Argyle Archery's inception, the program has grown significantly. Directors and coaches expanded the program's capacity by increasing weekly sessions, offering separate tracks for novice and seasoned or experienced youth, enhancing marketing strategies, adjusting schedules to better accommodate families, and adding new 3D targets to attract participants. This type of demonstrated expansion qualifies a program for priority consideration.*

NEW PROGRAM: If you have not received (YSEF or YTS) funding from the Youth Bureau, you are usually given top priority. *We would like to see funds enter the community equitably and we would like to ensure that new initiatives reach a broad range of youth within Warren and Washington County.*

ADAPTIVE: Programs that serve youth with disabilities or other special conditions and adapt programming to meet their unique needs are typically given priority. Efforts to increase accessibility and inclusion are strongly encouraged and supported through the funding process.