

# Creating and Sustaining a Thriving Youth Advisory Council

*A collection of youth experiences and recommendations compiled by the Adolescent Health Initiative.*



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# The YACYAC Project

With support from the Michigan Department of Community Health (MDCH), the University of Michigan Health System's Adolescent Health Initiative (AHI) sought to create a guidebook on best practices for developing and maintaining a YAC within school-based and school-linked health centers. With this goal in mind, AHI convened the Youth Advisory Coalition of Youth Advisory Councils (YACYAC), consisting of six YACs from across the state of Michigan:

- Youth Advisory Council, Regional Alliance for Healthy Schools Health Center at Lincoln High School - Ypsilanti
- Youth Leadership Council, Corner Health Center - Ypsilanti
- Youth Advisory Council, Henry Ford Health Center at Mumford High School - Detroit
- Youth Advisory Council, The Hornet Health Center at Pellston High School - Pellston
- Teen Advisory Council, Health Delivery, Inc. Health Center at Saginaw High School - Saginaw
- Teen Advisory Council, Health Delivery, Inc. Health Center at Arthur Hill High School - Saginaw

Each month for a total of five months, youth collectively completed worksheets with prompts corresponding to what would become the chapters of this manual. With the exception of information regarding budgets, staff time, and information about the inception of each YAC, which was all provided by YAC coordinators, all content in this manual was directly provided by youth. The manual was compiled and composed by AHI staff: Vani Sohikian, Jenni Lane, Cailin Falato, Lauren Ranalli, and Maggie Riley.

The purpose of this manual is to present a collection of strategies that address some of the most common challenges in creating a YAC and keeping it going strong, specifically in the context of school-based and school-linked health centers (although most of the information applies to YACs anywhere). AHI has compiled this information from the people who are in the trenches – in this case, the coordinators and youth from our dedicated YACYAC sites – in a way we hope will equip people with real-life ideas and experiences that can help them to grow and strengthen their YACs.

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# Thank you to the YACYAC members and coordinators who made this manual possible!

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TAC Coordinator: Kai Wright

# Why is Youth Engagement Important?

*“If you had a problem in the black community and you brought in a group of white people to discuss how to solve it, almost nobody would take that panel seriously. In fact, there’d probably be a public outcry. It would be the same for women’s issues or gay issues, but every day, in local arenas all the way to the White House, adults sit around and decide what problems youth have and what youth need without ever consulting us.”*

*–Jason, 17, Member of Youth Force, NYC*

In the past decades, the norm for youth-serving organizations (including most schools and health centers) has been to operate with little to no youth input regarding organizational decision-making. In school-based health centers (SBHCs), health care professionals have worked diligently to determine services, set policy, design exam and waiting rooms, and promote services among student populations, sometimes with youth input but often without. They are guided by state and federal laws, standards of care, policies, and sound data, and have done their best to meet the needs of the young people they serve.

But as health care professionals, we can do better. Even SBHCs that have existing YACs can find more ways to increase the level of youth engagement so that we are truly optimizing the quality of the services we offer while at the same time enhancing the development of our students. When we operationalize youth input through continual, active, and authentic engagement – ideally in the form of YACs – we are being truly patient-centered.

The Institute of Medicine defines patient-centered care as, “providing care that is respectful of and responsive to individual patient preferences, needs and values, ensuring that patient values guide all

clinical decisions.”<sup>1</sup> Developing and maintaining high functioning YACs is the best way to ensure that our school-based and school-linked health centers have the youth expert input they need to meet the needs of every student.

It is important to note that youth engagement does not come without its challenges. Youth councils can be hard to start up, and harder still to sustain. Many adults who work with young people find it challenging to keep youth “coming back.” Fortunately, listening to young people themselves can help us keep youth interested, challenged, and prepared for the next stage of their lives – and, as research supports, it comes down to youth engagement. When adults believe in the capacity of young people and create opportunities for them to lead, young people engage: they feel valued and believe they’re an important part of their council, so they show up and speak up; they practice new skills and gain confidence so they can maximize their potential. In this spirit, this manual was assembled as a guide to develop and maintain a thriving YAC in ways that maximize youth engagement.

<sup>1</sup> Institute of Medicine (IOM). 2001. *Crossing the Quality Chasm: A New Health System for the 21st Century*. Washington, D.C: National Academy.

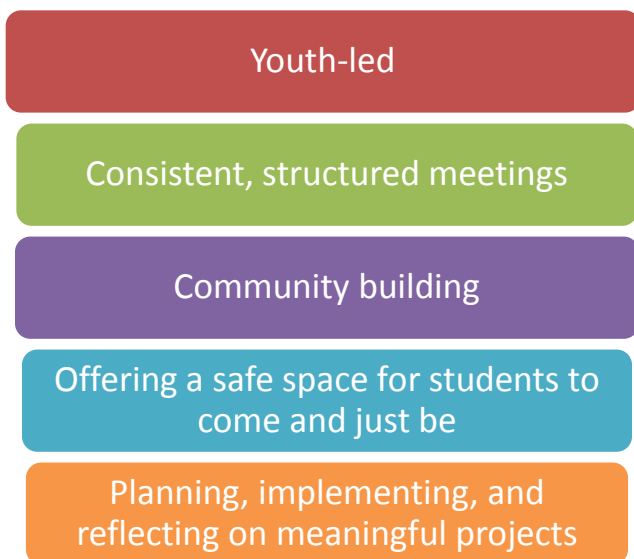
# Creating a YAC

YACs can be born out of many different projects or ideas. During the initial inception, youth involvement is especially important, even if there is only one youth regularly attending meetings or helping to make the program succeed.

## Core Components

YACYAC members and coordinators say that it is ideal for YACs to be youth-led, which means that youth members are involved in all aspects of planning and implementation of the program, such as setting agendas and running meetings. However, YACs do require adult support, structure, and resources. Finding the delicate balance of sufficient adult support and youth voice can be a tricky and constantly evolving matter. This balance is often a challenge when working in youth development, but keeping in mind the core components of a YAC can help to make finding and maintaining this balance easier.

According to our YACYAC, these are the 5 core components of having a successful YAC:



*"This is so valuable because not only does it provide valuable, life-long leadership experience to the youth involved, but it also helps the organization as a whole to better serve their target population."*

To ensure that you can best achieve these 5 core components, it is important to have a dedicated staff member willing and able to put in the effort to build the YAC. There are [workshops and trainings](#)\* available to help develop coordinators' skills, but much of what makes a staff member successful in this role is enthusiasm, dedication, and persistence.

Ideally, one or two staff people serve as the designated YAC coordinator(s) in order to maintain consistency. That person may have some time and resources dedicated to YAC work, and must have creativity, patience, and persistence in order to get the YAC off the ground.

Some organizations have taken advantage of grants to provide that staff person with time dedicated to YAC implementation and development. Note that many YACs do not have a full or part time coordinator. Some YACs have found a special individual who is willing to take on the additional responsibility. Regardless of your resources, developing a thriving YAC absolutely is within reach for anyone!

\*[http://www.cypq.org/products\\_and\\_services/training/YWM](http://www.cypq.org/products_and_services/training/YWM)

## Finding the Fit

The basic purpose of a YAC is to give youth a voice within a program or organization, and our YACYAC focuses on YACs within health centers. Having a thorough understanding of where exactly the YAC fits within the organizational structure can influence the mission, goals, and direction that the YAC will take.

Examples of organizational fit provided by our YACYAC include:

- Advisors to the Community Advisory Council, Staff, and Board of Directors
- Youth voice of the SBHC within the school and the community
- Youth voice of the school
- Advisors for specific projects within the SBHC



### Remember:

It is normal for there to be an “implementation dip” when starting anything new. Recognize that a lull after initial enthusiasm is part of the process, and focus on finding ways to build momentum!

## Behind the Scenes

### Staff Time

The amount of time staff may spend on YAC-related work varies greatly from group to group. At a site like the Corner Health Center, Monique, the Youth Leadership Council coordinator, has time and salary specifically dedicated to the YLC, and she averages about 8 hours/week doing YLC-related work. Other sites can average between 1-2 hours per week, including the time involved in group meetings. There is variation involved in staff time required on a week to week basis, though some weeks are busier with preparations for a project launch while other weeks can be much less labor-intensive.

The YAC-related activities requiring the time of the YAC coordinator are comparable across sites. These include meeting time, meeting preparation and follow up, community building activities and other activity planning, communicating with YAC members, reserving space for activities, planning events, researching health topics, gathering and printing materials, and communicating with administration and school staff.

One important thing to note, though, is that *initiating* a YAC can take substantially more time than sustaining it. Some YAC coordinator responsibilities can be shared with YAC members once it is up and running. For example, meeting preparation and follow up, planning and leading ice breakers and activities, and researching health topics are all learning opportunities for youth members, and can free up some coordinator time.

## Funding

There is great variation in the funding and operating budgets among YACs. Some YACs are affiliated with larger organizations whose boards of directors are deeply dedicated to youth/adult partnership, and therefore have organizational funding as well as staff dedicated to development of funds specifically for the YAC. One YAC, for example, operates on a \$30,000 per year budget. This includes staff time, yearly stipends for members, meeting and activity materials, and food for every meeting.

Some YACs operate on budgets ranging from \$500 to \$10,000, which can come from organizational funds, grant money, or contest prizes. For example, the Depression Center at the University of

Michigan offered a small grant for a YAC to work on a school-wide Depression Campaign. Another example involves Michigan Department of Education's Safe and Supportive Schools grant, which was operational at a high school with a YAC. The YAC partnered with the school to share resources, which expanded their opportunities for projects.

Many YACs do not receive any funding at all and must operate with the resources and materials they have from the health center and school. Building relationships with school staff, for example the school media center or art department, can be invaluable for these folks!

Here are some sample budgets:

YAC Budget 2013-2014	
Hosting: food for 5 meetings	\$250
Project materials: t shirts, pens, bracelets, fortune cookies	\$300
Additional supplies	\$60
Transportation	\$240
<b>Total</b>	<b>\$850</b>

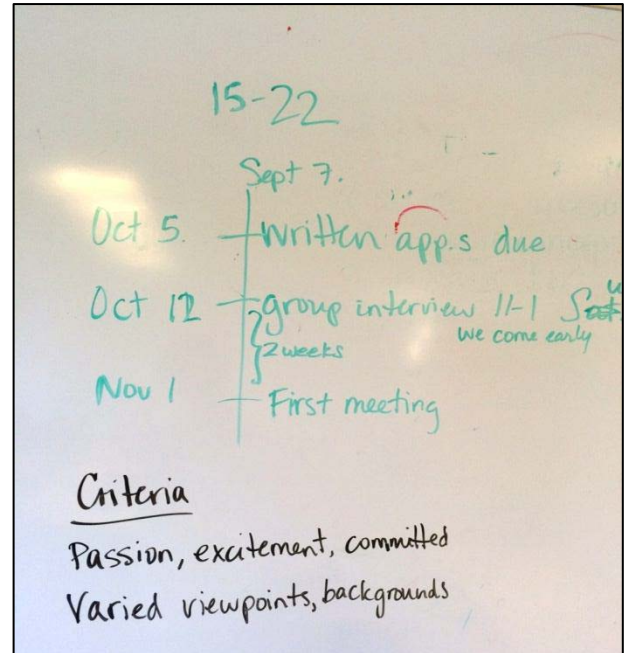
YAC Budget 2013-14	
Hosting – snacks for YAC meetings	\$400
Trainings for youth members on video scripting and production (\$300 for 3 hour training)	\$300
T-shirts for YAC members (10 members) 10@\$10 = \$100	\$100
Video cameras- 2 at \$100 each	\$200
Video production – 1 video at \$1000	\$1000
<b>Total Budget</b>	<b>\$2,000</b>

Budget Items	Explanation	Project Total
<b>STUDENT INCENTIVES</b>		
YAC Bowling Party	Celebration	\$340.00
Yearly scholarships for 2 seniors	2 students in the YAC or volunteered with the SBHC: \$250 x 2 students/yr x 6 yrs	\$3000
<b>MATERIALS &amp; SUPPLIES</b>		
4 Android Tablets	To help students with projects and research. \$99 ea.	\$425.00 total
Microphone w/ camera mount	Allow for higher quality videos to be produced by the YAC. \$62.15+shipping.	\$75.00
<b>INCENTIVES</b>		
SBHC Health Promotion T-Shirts	400 shirts @ \$5.96 each.	\$2385.00
I'm Healthy and I Know It T Shirts	100 shirts @ \$9.25/ each	\$925.00
<b>STIPENDS</b>		
Stipends for YAC members	Members w/ 50+ volunteer hours in SBHC in 1yr; 50 stipends @ \$50 ea.	\$2500.00
<b>MISCELLANEOUS</b>		
iPod Touch 32GB	2 @ \$189+tax to be used as incentives	\$400.00
<b>TOTAL EXPENSES:</b>		<b>\$10,000.00</b>



# Recruitment & Retention

Once you are ready to start a YAC, recruitment should be on the top of the priority list! This is one of the first opportunities for youth involvement and can set the tone for a truly youth-driven YAC. Consider finding one or two youth interested in participating in the YAC who can serve as consultants and/or leaders of the recruitment process. Monique, the YLC Coordinator from the Corner Health C , remembers many times in which she and Brianna, the current president, would be the only two people who showed up for meetings. They would spend that time thinking about their approach and revising their strategy in order to recruit more members. That was only two short years ago and now they have a large and thriving YAC!



## Strategies for Initiating

While there are many ways to start a YAC from scratch, none of them are right or wrong. Rather, it is a matter of finding the strategy that works best for your site and your students. If possible, encourage your key early members to help staff with outreach efforts. Strategies include:

Hold an interactive informational meeting with a hook to draw students in.

Conduct classroom presentations to educate and inform students about the health center and YAC.

Build excitement and awareness through a short-term, simple project like PhotoVoice\*.

Host tables in the cafeteria during lunch periods (providing food adds incentive!).

## How to Recruit

When recruiting youth to join a YAC, the messages used to recruit can be just as important as the methods.

According to YACYAC members, these are some ideas for how to get youth interested in YAC:

- Talk about past projects. The feeling of accomplishment resonates well with youth.
- Discuss goals for the year.
- Talk about events and group discussions.
- Make youth feel at ease.
- Communicate that the work they do with YAC can go towards community service hours (there's nothing wrong with that!).

It is ideal to use a few different methods to recruit youth. While one message and approach may be appealing to one student, it may not catch the attention of another student who's also a great fit for the YAC. Some YACs may consider having a recruitment chair or committee to help with the recruitment process.

\*[www.photovoice.org](http://www.photovoice.org)

Below are additional ideas from YACYAC to consider when recruiting new members:

**Take advantage of school activities:**

- Pep rallies/ parades/ festivals
- School radio announcements
- Class presentations

**Initiate your own efforts:**

- Awareness days/ weeks
- Host lunch booths
- Host recruitment parties
- Have raffles with prizes
- Present health-related skits
- Put up posters and flyers
- Use social media and post pictures of the YAC in action

**Individuals can make a big impact, too!**

- One of the most successful approaches is a teacher or health center staff member recommending a student for YAC
- Friends discussing YAC with their peers can also encourage others to give it a try
- Members recruiting at local hang outs, for example the local library or recreation center

**Meeting incentives can be the final push to get people to come to meetings:**

- Free food
- Fun activities
- Giveaways like t-shirts, pens, stickers, etc.

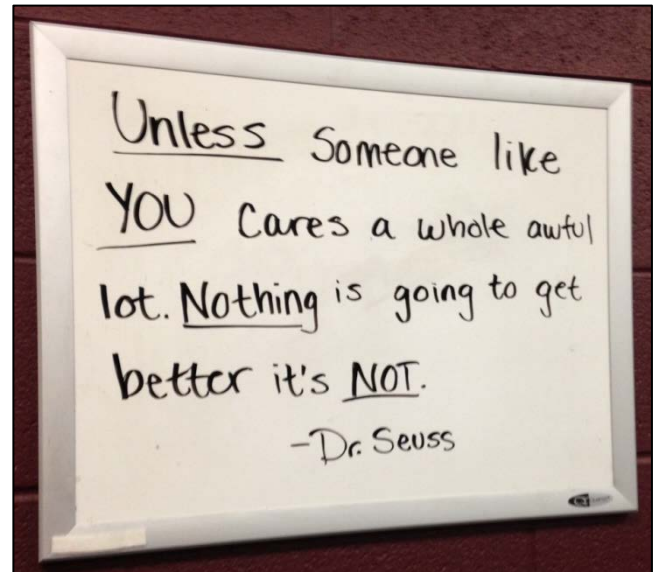


## Why Join a YAC?

When asked why they joined their YAC, many YACYAC members gave thoughtful, sincere, and similar about the important components of their YAC and their own personal involvement.

*"What made you want to join a YAC?"*

- It looked fun and awesome
- We thought it was cool
- A friend invited me to a meeting
- My advisor suggested that I join
- To be heard
- The food; the stipend
- To meet new people
- To build my resume and college application
- To work on specific projects (e.g., bullying, depression, pregnancy prevention, Photo Voice)
- To make a difference; to do something for the community; to have something useful to do
- To help my school become more positive
- I was looking for somewhere to fit in
- To have the opportunity to travel



*"What keeps you coming to YAC?"*

- I'm committed
- I like to do something that everyone else doesn't do
- My friends and advisors
- The activities and projects
- The opportunity to learn about health
- The amazing people, fun discussions, and helping our school
- The food; the stipend
- The opportunity to listen to others' input and views
- Having an impact in my community; I'm helping to make a difference
- The opportunity for growth and experience
- The YAC is my second family
- I want students to feel good about their school and know their voices are heard through changes we make
- I want to leave the school better than when I came
- Having a safe space
- It is nice to do productive things with my friends

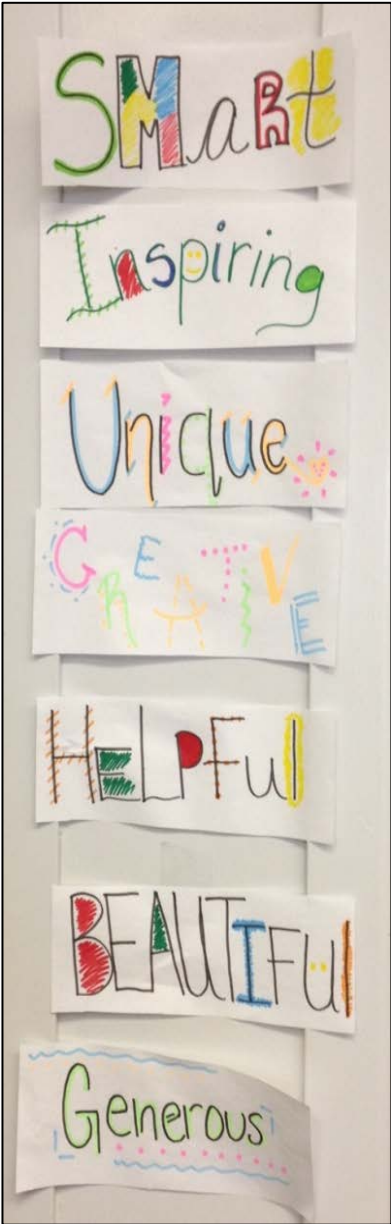
*“Why is diversity important to you and your YAC?”*

- It’s important to get different opinions
- We are inclusive of all
- It is in our mission statement and operating procedures
- Having diverse experiences and personalities

*“What qualities do you look for in new members?”*

Non-judgmental	Committed
Dedicated	Motivated
Respectful	Honest
Loyal	Creative
Team player	Aware of Community

*“Diversity is definitely a key component in our group’s success. The way in which we acquire such a different array of people is to look for areas that we don’t cover and seek out people that are different than ourselves.”*

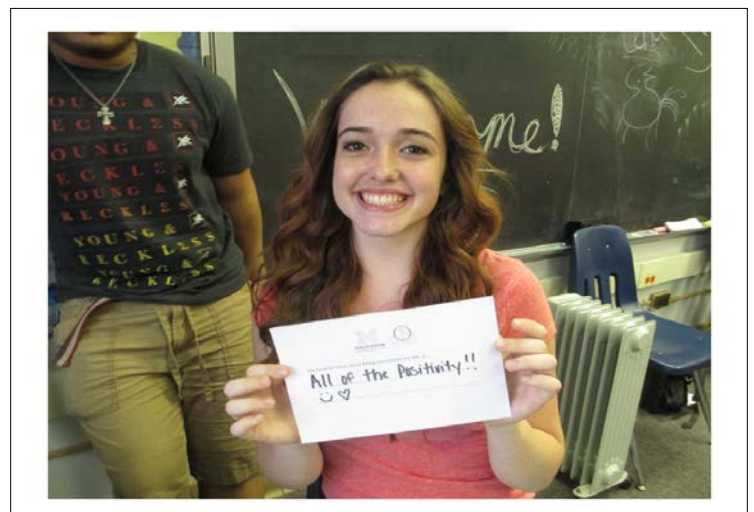
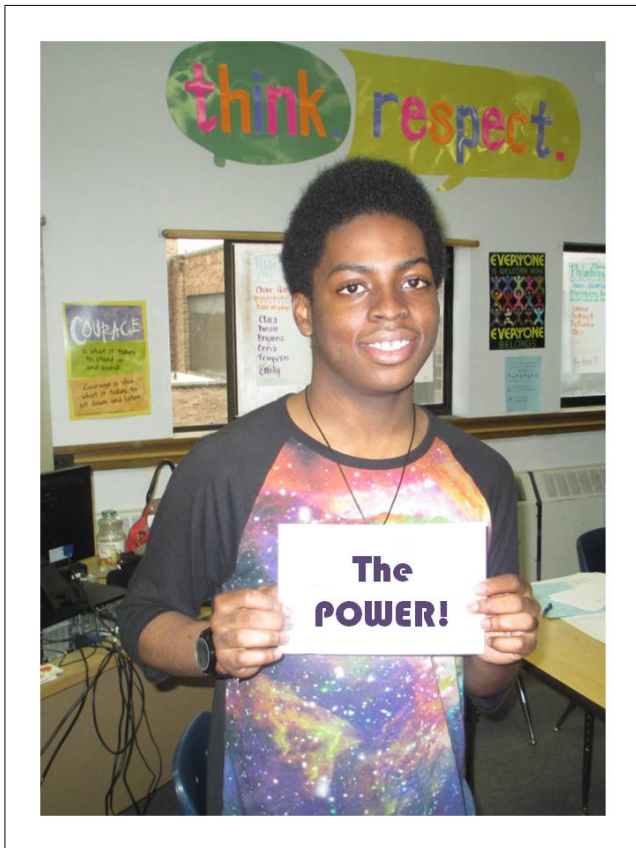


Facilitating discussion with returning members about what qualities they’re looking for in new candidates can help them live up to these qualities . Take a look at a few of YACYAC’s applications and interview materials in Appendix A.

## Selecting YAC Members

The range of options for a selection process for a YAC is broad and will likely evolve as your group grows and matures. Some groups may begin by selecting a few individual students who will initially help the YAC coordinator build the program, and then transition to accepting applications and conducting interviews for new members. Some YACs may not do any interviews at all, while other YACs may have the YAC coordinator conduct interviews of potential members. Although this last option is not youth-driven, it may be the only possibility given limited availability of YAC members to conduct interviews.

Requiring an application adds a protective step of ensuring that prospective members are genuinely interested in participating in the YAC and that they will be dedicated to the group, especially if interviews are not possible. Incidentally, none of the six sites in YACYAC have turned away youth from joining the group. However, “casting the net wide” to get a large pool of applicants and then selecting only a set number allows you to be selective – which can mean stronger candidates and a more diverse group.



## What attracted you to joining your YAC?

Mr. Wood's health group helped me get interested.

Mrs. Rae & Mrs. Kristen's weekly visits  
Mr. Woods

My fellow classmates  
Cacha, Pintexter,  
and Mr. Wood's health  
group class

Natalie thought that  
it would be cool  
if I joined.

To help the youth

Mrs. Rae, Mr. Wood &

My Jewish  
friends  
told me  
I made no  
sense & advised  
if so I shouldn't  
come.

Mrs. Kristen  
Kristen

## What keeps you coming?

- The projects & people.
- The snacks/food.

- The persistence of the group
- The people & its fun.

- Wanting to make a change (for the better) in Lincoln Schools.

- The projects and the support of others

## What keeps us coming?

- Having an impact
- Future opportunities
- Satisfaction
- Growth & Experience
- Second Family
- Food
- Money
- New Connections with Peers
- Strengthening Connections that already exist
- Learning Opportunities
- Family Dinners

## What Attracted you to join?

- Food
- Money
- Chance to meet new people
- Opportunity to make art/change
- Resume Builder/College App.
- Existing Friendships/Peer Connections
- Bullying Project, Photo Voice
- Positive
- Opportunity for Youth Voice
- Youth Driven Program

## What attracted you to joining the YAC?

- The topic of depression
- The nurse at the RAHS center.
- Community Service for the public & helping people.
- My friend who graduated last year said I should join.
- The fact that I would be helping others!
- When I found out I could help people who needed it.



Some barriers to and solutions for setting up YAC meetings:

**Barriers**

**Solutions**

**Short lunch periods, members have different lunch schedules.**

- Create lunch passes for students to get in the front of the lunch line and therefore get to the YAC meeting sooner.
- Meet more often.
- Stagger YAC meetings by upperclassmen and lowerclassmen if they have different lunch periods.
- Work with your school administration to gain support for the YAC and the time required for students to participate.

**No after school buses or transportation to/from meetings.**

- Evening or weekend meetings may be possible, if necessary, once a sense of community has been established. Students will likely be willing to offer rides to other students if the YAC is working on an important project that requires extra time.

**Members forget to show up at meetings.**

- Having a simple and set meeting schedule is extremely helpful. Saginaw and Arthur Hill High Schools both had their meetings every other week, which was confusing to students. When they changed the meetings to the same time and day every week, attendance improved greatly. Plus, students are so much more engaged that they want to meet even more often!

**Members have other extra-curricular commitments that conflict with YAC meetings.**

- Create sub-committees to meet outside of YAC meetings and complete smaller projects.



## Shaping Roles & Responsibilities

Setting a foundation for a thriving YAC requires a balance between adult support and youth voice. Along with determining the organizational fit, mission, and goals, outlining the responsibilities of both the youth members and the YAC coordinator helps everyone understand expectations.

Below are examples of roles and responsibilities that some of our YACYAC groups use:



### Youth

- Choose a subcommittee and carry out designated activities
- Attend and participate in meetings
- Run school health promotion activities such as creating posters
- Recruit new members to join
- Identify a project and carry out the tasks needed to complete it
- Lead decision-making in regards to project content and project implementation
- Work with the YAC coordinator to draft the meeting agendas
- Facilitate meetings
- Keep meeting minutes
- Create a strategic plan for the group every year
- Act as a representative of school health center
- Facilitate conversations among youth
- Execute monthly outreach activities
- Actively voice opinions

### YAC Coordinator

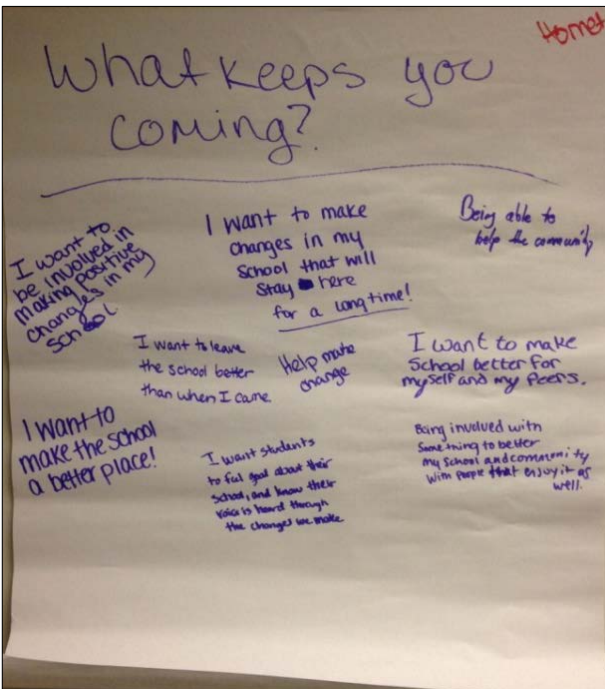
- Build community
- Have consistent, structured meetings
- Meet with facilitators to plan agenda
- Meet with facilitators to reflect on agenda
- Provide food/ snacks for meetings
- Arrange offsite activities
- Develop program budget
- Write grants in partnership with youth members to support the program
- Communicate meeting times and location
- Send out reminders about meetings and events via social media or text message
- Conduct a short educational lesson at meeting based on the topic that is being covered
- Facilitate group norms
- Provide guidance in terms of barriers for projects
- Gather supplies for youth activities

\*Based on the level of youth leadership within a YAC, youth may do any of the above activities with support from an adult coordinator.

# Planning Meetings

Ideally, YAC meetings are led by youth. Meetings may be led by the group's president or vice president, co-directors, or a youth with particularly strong facilitation skills. It is likely that this will not be the case in the very beginning stages of creating a YAC, but as soon as it's possible, the YAC coordinator and youth leaders can work towards a model where youth set the agenda and facilitate meetings.

As you may notice in the sample agenda outlines, the end of a meeting often includes an opportunity for reflection. Reflection activities can allow youth to think back on what has been accomplished, how they feel, and what they may choose to do differently next time. While it is important to include this piece for the group, it may also be helpful to conduct an additional reflection time - even just 2 - 5 minutes - with just the YAC leadership team. This will help guide the leadership team in their agenda-planning for upcoming meetings and identify areas in which they want to improve in terms of group norms/rule enforcement, meeting facilitation, etc.



Below are sample agenda outlines to consider:

## Agenda #1

1. Ice breaker (student led)
2. Announcements
3. Main focus (discussion of project)
4. Reflection and next steps

## Agenda #2

1. Eat food and check in (how has your week been?)
2. Ice breaker
3. Announcements
4. Main focus
5. Reflection

## Agenda #3

1. Main focus
2. Reflection
3. Next steps for project

In addition to the sample planning tools, agendas, and reflection sheets in Appendix B, you can find more examples from the Michigan Department of Community Health's [Youth Engagement Through Youth Advisory Councils Manual](#)\*.

## Strategic Planning

When a group has been established for a period of time, they can benefit from high-level, long-term planning. At the beginning of each year, you may choose to have your YAC engage in a strategic planning retreat or workshop. This can provide youth with the opportunity to both reflect on last year's accomplishments and challenges as well as determine their plan for the upcoming year. This type of planning sets the stage for a genuinely youth-driven group, and places responsibility and decision-making within the hands of youth.

\*[http://www.michigan.gov/mdch/0,4612,7-132-2942\\_4911\\_4912\\_44686-326784--,00.html](http://www.michigan.gov/mdch/0,4612,7-132-2942_4911_4912_44686-326784--,00.html)

## Determining a Mission/ Goals

In order to establish a firm foundation for your YAC, consider working with your youth to develop a mission statement, goals, and/or bylaws. Each of these pieces will help to bring clarity to the purpose of the YAC and guide the group through projects and meetings while helping to sustain the group over time.

### Pellston High School

The YAC's goals are to provide youth feedback and represent the youth voice to ensure operations of the health center are meeting the needs of youth.

### Mumford High School

The goals of the YAC are to raise awareness of different health topics throughout the school, complete community outreach activities, promote leadership skills, provide input for various places in the clinic, and assist with clinic recruitment.

Below are examples of the mission statements or goals of some of the YACYAC groups:

### The Corner Health Center

The YLC is a diverse, youth-led group that stands to uphold leadership, promote change, and raise awareness about community health issues.

The YLC's goals are to:

- Research community health issues;
- Use media and the arts to advocate for change;
- Partner with youth, adults, and other organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

### Lincoln High School

The YAC's goals are to serve as leaders in the school and community and to promote a healthier student body.



## Building Community within the YAC

Establishing a sense of community is necessary in creating and maintaining a high-functioning YAC. Adolescents may feel pressure to fit into social groups in school or to act a certain way, but one thing many YAC members indicate that they are nervous about coming to YAC meetings is that they don't know how to behave themselves there. All YACs find different ways to do this, often using multiple approaches throughout the year. For example, many YACs do check-ins and ice breakers at the beginning of each meeting. Check-in activities can be as simple as everyone sharing the rose and thorn of their week, or describing their mood by weather. Other ice breakers may involve using pipe cleaners to make a shape of something that describes you and sharing it with the group, or picking an object out of a bag and describing why you feel that it is interesting. Additional examples of ice breaker activities can be found in the MDCH's [Youth Engagement through Advisory Councils Manual](#)\* and Team Work and Team Play's [Raccoon Circles](#)\*.

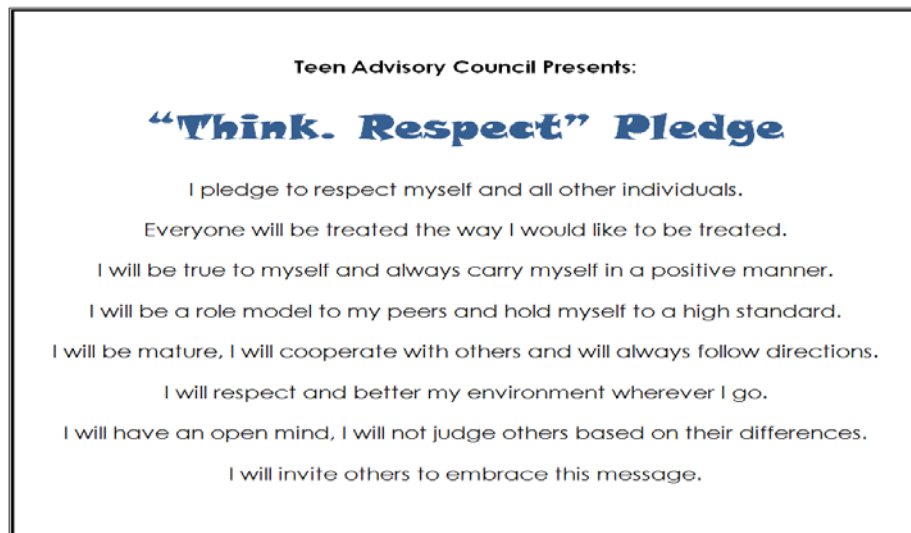
Code of conduct/ ground rules/ group norms – whatever a group chooses to call them – are important points that can set the foundation for a respectful and productive climate in a YAC. Determining these together at the beginning of the year (and checking in with it when needed) can ensure that the YAC is a safe space.

Below are general ground rule examples:

1. Attack the idea, not the person
2. No swearing, name calling, or yelling at other participants
3. What happens here stays here
4. Be wary of assumptions
5. Challenge others respectfully

The YACs at Arthur Hill and Saginaw High School establish “Norms and Ground Rules” at the beginning of each school year. Below is their list from 2013-2014:

1. Respect
2. One Diva One Mic (one person talking at a time)
3. Don't Yuck My Yum (don't judge others' likes/dislikes)
4. Don't personalize (don't talk about people who aren't there)
5. Have fun
6. Shake not shout (cell phones on vibrate/silent)
7. Step up, Step back (if you're sharing a lot, step back and let someone else share; if you tend to be quiet, try to step forward more)



\*[http://www.michigan.gov/mdch/0,4612,7-132-2942\\_4911\\_4912\\_44686-326784--,00.html](http://www.michigan.gov/mdch/0,4612,7-132-2942_4911_4912_44686-326784--,00.html)

\*[http://www.teamworkandteamplay.com/resources/new\\_rc\\_document\\_2011\\_final.pdf](http://www.teamworkandteamplay.com/resources/new_rc_document_2011_final.pdf)

# Leadership Selection

If you and your YAC do decide to create leadership positions within your YAC, the next step is to determine how youth will be selected for those positions. It is important that this process is consistent, fair, and transparent.

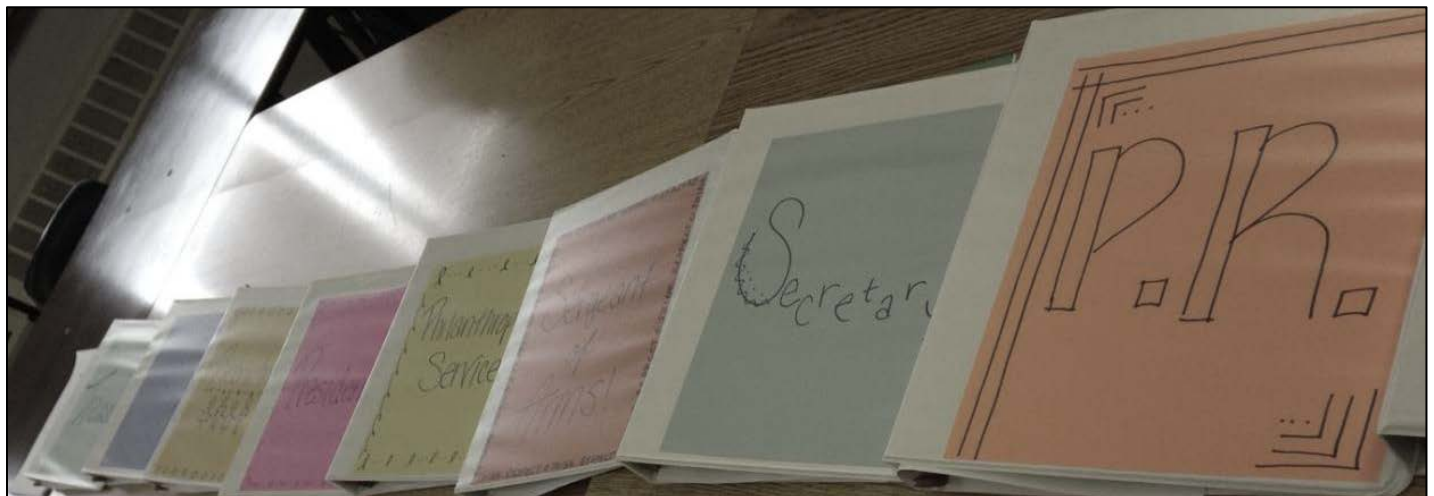
Youth can volunteer for positions or they can nominate their peers. If nominations take place, nominees should have the option to accept or decline the nomination. Some YACs also allow time for quick speeches for nominees to explain why their peers should vote for them. If you have numerous candidates for positions, elections can be held.

Elections can be conducted in a variety of ways. Many groups choose to do them anonymously. For example, they can be done by ballot (with the YAC coordinator collecting the votes) or with a blind vote (where the members close their eyes and the YAC coordinator counts hands raised or thumbs up). Some sites do elections at their annual retreat while others do them at the end of the school year for positions for the upcoming year.

Two of the YACs had eligibility requirements outlined for YAC leadership positions in order to ensure that the roles will be filled by highly qualified students. Sample requirements for YAC members to be selected in a leadership role include:

- Must be an active member of the YAC
- Must be a YAC member for at least a year
- Must be in good academic standing (e.g., minimum GPA of 2.0)

For the YACs that do hold elections for leadership positions, elections are generally done once per year.



## "What leadership options does your YAC have?"

**President:** Lead YAC meetings (e.g., scheduling, notifying members, and chairing meetings); act as a liaison between the YAC and school administration and SBHC staff, speak on behalf of the YAC at all major school and community functions.

**Vice President:** Assist the president, treasurer, and secretary; in the absence of an officer, the VP shall step in; responsible for all written correspondence that takes place outside of YAC (e.g., school newspaper, YAC newsletter, etc.).

**Treasurer:** Keep a record of expenses of the organization and help to budget programs and events with guidance from advisor.

**Secretary:** Oversee the communication of meeting times, events; record and maintain meeting minutes and any important documents.

**Sergeant of Arms:** Facilitate group norms/ground rules; enforce rules of YAC; conduct role call and keep attendance.

**Media Chair:** Update the YAC Facebook page about meetings, events; oversee video creating process.

**Philanthropy/Service Chair:** Planning and supervision of philanthropic/service events where the YAC raises money for a cause or group e.g. giving of money, time, or resources to any organization or group.

**Public Relations Chair:** Responsible for posters, banners, table displays, and other publicity for YAC events. Note: needs approval from advisor before anything is posted.

**Recruitment Chair:** Responsible for all promotional materials, activities, and events of the YAC and inform the YAC when such events take place.

No leadership roles - everyone is equal.

A **Secretary** to maintain meeting notes.

**Co-Directors:** Organize meetings and create agendas.

**Secretary:** Take notes during meetings.

**Treasurer:** Oversee any funds that the YAC may receive or need.

**President:** Co-facilitate all meetings; attend planning meetings; keep members focused and on track during meetings; fulfill such other duties as may be assigned.

**Vice President:** Co-facilitate all meetings; perform the duties of the president in the absence of or at the request of the President; fill the unexpired term if a vacancy occurs in the office of the President.

**Secretary:** Record the minutes of all meetings and turn them in to the staff advisor at the end of each meeting; take attendance; conduct correspondence as directed by the YAC or president; report to President and VP monthly to make sure progress has been made on action items; fulfill such other duties that may be assigned by the YAC or the President.

**Energizer:** Choose icebreakers; keep track of breaks; keep meetings active and productive; bring fun, energy, and positivity to all meetings; fulfill such other duties as may be assigned by the YAC or President.

# YAC Projects

## Why Do Projects?

Youth in the YACYAC said that projects allow them to be creative and are valuable in getting everyone to work together on one task. Projects are also a great way for the YAC to relay positive messages to the school and increase clinic visibility.

Whether you do one, two, or ten projects per year, providing the opportunity for students to collaborate and create a finished product will help them to feel a sense of belonging and a sense of purpose, both as individuals and as a group. Projects also offer tremendous professional development opportunities for students.

The number and scope of projects among our YACYAC sites, with some sites choosing to do one per month and others choosing to do one large project per year and smaller projects along the way. Some sites follow monthly health themes to determine their project.

Examples are as follows:

- **September:** Back to School/ Welcome/ Recruitment/ Goal Setting
- **October:** Bullying Prevention Month/ RESPECT/ Breast Cancer Awareness
- **November:** Drug/ Alcohol Awareness
- **December:** World AIDS Day/ Adopt-a-Family Project
- **January:** Differs each year
- **February:** Teen Dating Violence Awareness Month
- **March:** Nutrition Month
- **April:** GYT: Get Yourself Tested Campaign
- **May:** Teen Pregnancy Prevention Month



*"Projects are a big part of what we do and they are very valuable."*

*"They get us all working together on one task and help get our point across to the school."*

*"Projects are important because they are a reflection of our club and the work we do."*

## How to Choose a Project

Some YACs may use their regular meeting time to decide upon projects as a group. Other YACs may hold a strategic planning meeting to decide on some or all of their projects for the year. Groups use different strategies to both gather ideas for projects and make the final decision on which projects to move forward with.

Examples of strategies provided by our YACYAC include:

- Brainstorm as a group and write ideas on a timeline. Everyone's opinion is valued.
- Use varied group discussion techniques:
  - Have a group discussion with flip-chart paper
  - Have smaller group discussions and share ideas with the larger group
  - Pair with a partner to share ideas and report out to the larger group
- Use a T-chart to help organize pros and cons of doing a specific project

In most YACs, youth vote or voice their opinions to reach a consensus on which projects the group chooses to do.

## Project Budget

Often, a project budget must be considered before the final approval of a project idea. Some sites may receive funding to work on ongoing projects, like the Teen Pregnancy Prevention Initiative. Other sites will periodically write grants for specific projects that they are hoping to do. In this situation, the YAC coordinator will often be the leader in grant writing, but the YAC can be responsible for generating ideas for content. Project budgets are certainly an important piece of the process to keep in mind as it may be a limiting factor in which or how many projects a YAC can do.

## Trainings Required for Projects

While some projects might simply require the creativity and hard work of YAC members, others might be more complex and require more skills-building before students can jump in. Project-related trainings are fantastic professional development opportunities for youth and allow them to both witness their own growth and complete a product that they can truly be proud of.

Below are some examples of trainings that members of the YACYAC have participated in:

- Lincoln High School's YAC did a school-wide depression campaign in 2013-14, which was a result of training the YAC received at the University of Michigan Peer-to-Peer Depression Conference.
- The Corner Health Center's YLC received training on running focus groups and making videos.
- Saginaw and Arthur Hill High Schools' TACs used grant money for trainings from the Neutral Zone on how to be a more sustainable YAC, and from the former Student Life Director at UM Flint on how to create a constitution/bylaws, develop the organizational structure, and author the pledge they abide by.

## Project Reflection

Reflection is critical in bringing the entire process of completing a project full circle. Whether or not there is a formal process for project reflection, taking the time to discuss successes and challenges will benefit the group for future activities. Some groups may do this once at the end of the year and summarize all of their projects; others may do this after each individual project. Reflection provides great opportunities for students to stop and think critically about the intention of the project, the process, and the final product.

Many groups choose to use reflection activities to discuss projects, such as stating the rose, bud, and thorn. In this activity, each youth has the opportunity to share their "rose" of the project, their favorite piece of it; their "bud," something that went well or had the opportunity to go really well if they had done something slightly different; and their "thorn," something that didn't go so well or as planned. This activity sheds light on both the positives and negatives of a project, providing youth with the opportunity to think about what worked well and what they may do differently next time.







*"What are your favorite things about projects?"*

Group Organization	Informative	Learning New Skills
Helping the School	Creativity	Positivity
Working Together	They are Fun	Making a Difference



*"What are some areas of frustration with your projects?"*

- Not enough time to get things done
- When things don't go as planned
- Projects that take too long and cause us to lose interest
- Balancing too many projects at once



## Project Ideas and Examples

Create art work for clinic

Prevention Day booths set up throughout the school; have each booth contain information on a different topic

Provide feedback on operations such as best ways to communicate messages to students, which types of programming/ health education topics are needed

Develop SBHC or YAC mission statement and bylaws

Create an anti-bullying PSA

Youth Advocacy Day

World AIDS day awareness with poetry read by YAC

Draft flyers and announcements for the SBHC

Create hygiene bags for youth

Review programs for potential implementation in the health center

Perform a clinic assessment on AHI's Adolescent Centered Environment Toolkit

Create depression posters, videos, and giveaways with depression-related messages

Assist with promotion of events. For example, for the Meningococcal Incentive Initiative, there was a 'dJmU' party offered to those who received their vaccines and the YAC created posters to advertise this throughout the school

Assist with tours of the SBHC, for example when Congressmen visit

Teen Dating Violence Awareness hallway displays and valentine card making booth

Conduct a bullying prevention workshop

Plan an annual block party

Create videos about topics that the YAC wants to communicate to the school, health center staff, or a broader audience

Vote on paint colors for the SBHC

Compete in PhotoVoice contest

Review existing health education materials used in clinic including brochures and posters

Designing a youth space for the health center

Breast cancer awareness walk

GYT campaign- hand out buttons/ stickers and information at lunch; have a competition with rival school to see who can get the most

Additional project samples and resources are available in Appendix D and in the MDCH's [Youth Engagement through Advisory Councils Manual\\*](http://www.michigan.gov/mdch/0,4612,7-132-2942_4911_4912_44686-326784--,00.html).

\*[http://www.michigan.gov/mdch/0,4612,7-132-2942\\_4911\\_4912\\_44686-326784--,00.html](http://www.michigan.gov/mdch/0,4612,7-132-2942_4911_4912_44686-326784--,00.html)

# Alternatives to YACs

Creating and sustaining a thriving YAC may not be an option for everyone at this particular time. While the intention of this manual is to provide YAC coordinators with ideas and resources to build a robust YAC, there are many other ways to get youth involved without having to organize a formal group.

For health centers or clinics that want to have youth involvement without having a fully-functioning YAC, YACYAC members provided the following areas that they feel are most important to consult youth o :

- Which services are offered and how youth want them to be provided.
- The physical space- Is it youth-friendly?
  - o Youth can help choose and create décor, posters, paint colors, artwork, etc.
- Peer education- ask students how they want messages to be communicated and who they want to be responsible for the dissemination of those messages.
- Ideas for health center promotion

*“Nothing about us without us.”*



## How to Get Youth Engagement without Having a YAC

If you don't have a YAC but want to get youth input from students, perhaps on the areas to the left, what can you do?

You can consider:

- Conducting youth surveys.
- Getting a few youth you are familiar with involved in a specific project with clear goals and tasks during lunch or after school.
- Conducting focus groups with 5-10 youth (providing an incentive such as food will definitely help!).
- Involving youth in a decision-making board, such as the Community Advisory Board or Board of Directors at the health center.
- Asking youth to volunteer in the community alongside adult staff.
- Having select students help to create announcements, posters, and decorations for the health center. Consider recruiting an after-school club to do this so you do not have to do individual student recruitment on your own.

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# Appendix A

## Applications & Interview Resources

## What is the Corner Health Center?

The Corner Health Center provides general medical care, health education, and support services to young people ages 12 through 21 and their children without regard to income level. The Corner is located in downtown Ypsilanti (only 1 block from the downtown transit station and 2 ½ blocks from the downtown library). For more information visit [www.cornerhealth.com](http://www.cornerhealth.com).

## What is the Corner's Youth Leadership Council (YLC)?

**Engage. Take Action. Empower. Learn.** The YLC is a diverse, youth-driven group that stands to uphold leadership, promote change and raise awareness about community health issues. The YLC's goals are to:

1. research community health issues;
2. use media and the arts to advocate for change; and
3. partner with adults, youth, and organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

## Who is eligible to apply to the YLC?

Anyone age 12 through 21 from the Ypsilanti area who want to create change is eligible. Young people with an interest in art, health and/or leadership development are encouraged to apply.

## What does it cost?

Nothing – the YLC is free to join! PLUS, as a member you will receive small stipends for your participation. There is also food at every meeting.

## What is required of me?

You will be required to attend and participate in the YLC meetings which take place on Thursday evenings from 6-7:45 p.m. (with the exception of school breaks). The YLC meets twice weekly during the summer. The YLC sets the summer schedule each spring.

## Apply Today

Fill out the attached application and submit it by email, mail or in person to:

Monique Selimos  
Corner Health Center  
47 N. Huron St.  
Ypsilanti, MI 48197  
mselimos@cornerhealth.org  
734.714.2226



## Check out what current YLC members are saying:

“Being a part of the YLC has been a big part of my life. Throughout my time in this program I have gained leadership qualities, communication skills, and many wonderful memories. This program pushes me to better myself and my community.”

-**Brianna**, EMU

“The YLC has given me as much entertainment as it has skills. I’ve gained the necessary skills required to be a leader, and it has motivated me to achieve far beyond imagination.”

-**Josh**, Lincoln High School

“YLC is AWESOME. I love being there. Everybody is so cool and down to earth. We really do create change.”

-**Desireé**, Ypsilanti New Tech

“The Youth Leadership Council has been a time of growth for me and my associates. We have participated in a multitude of community changing events. Throughout my YLC experiences, we have faced many challenges and we’ve all grown as people throughout our time in the program.”

-**Justin**, Lincoln High School

## More about the Youth Leadership Council



### What did the YLC do last year?

- Created a youth space at the Corner Health Center.
- Presented at the annual Project Voice Youth Empowerment conference in Flint and at the School-Based Health Alliance’s Conference in Washington D.C.
- Helped to plan Rock the Block – an annual youth block party in downtown Ypsilanti.
- Went on a weekend team building retreat.

### What will the YLC do this year?

- Implement a youth-led evaluation of the Corner’s clinic.
- Develop a bullying prevention series with the Corner’s Theatre Troupe peer educators.
- Partner with a professor from the University of Michigan to help develop a teen health app.
- Attend Project Voice.

### What skills can I enhance through the YLC?

- Communication
- Decision-Making
- Problem Solving
- Program Planning
- Group Facilitation

**APPLY TODAY!**



# Youth Leadership Council (YLC)

## Application

### Contact Information

First Name:

School:

Last Name:

Grade:

Age:

Home Phone Number:

Date of Birth:

Cell Phone Number:

Street Address:

Email Address:

City:

Name on Facebook:

Zip Code:

Name on Twitter:

Please check the best way(s) to contact you:

Cell Phone  Text Message  Home Phone  Email  Facebook  Twitter  Mail

### Commitment

- During the summer the Youth Leadership Council meets every Thursday from 6:00 – 7:45 p.m. Do you participate in other activities that would conflict with this schedule (for example a job, sports practices, play rehearsals)?

**No**  **Yes** If yes, please explain:

- Will you be able to get to the Corner Health Center for all Youth Leadership Council meetings? (The Corner can provide you with bus tokens if needed.)

**Yes**  **No** If no, please explain:

### Short Answer Questions

*Please answer the following questions in 2 to 5 sentences. Feel free to write on the back of this sheet.*

1. Write about a time when you took on a leadership role.

2. Why do you want to be on the Youth Leadership Council?

3. What does being a leader mean to you?

4. What do you hope to accomplish by being a part of the Youth Leadership Council?

# **APPLICATION**

## **Youth Advisory Council**

Yes, I am interested in becoming a member of the RAHS Health Center's Youth Advisory Council for the 2014-2015 school year!!

Name \_\_\_\_\_ Grade \_\_\_\_\_ Gender: \_\_\_\_\_ Race: \_\_\_\_\_

Phone \_\_\_\_\_ E-mail address \_\_\_\_\_

Do you read your e-mail regularly?	YES	NO
Have you been a YAC member before?	YES	NO

What kind of work or volunteering have you done in the community or in school?

---

---

---

What are your special abilities and/or talents?

---

---

Why do you think it's important to have a School-Based Health Center in your school?

---

---

---

Why do you want to be a member of RAHS Health Center's Youth Advisory Council?

---

---

---

To your knowledge, will you be here for an entire school year? \_\_\_\_\_

Have you ever been to the RAHS Health Center or participated in any of their programs?  
Please explain. \_\_\_\_\_

---

## Contractual Agreement for Student Participation for the Teen Advisory Council of the School-Based Health Center

The purpose of this agreement is to understand the guidelines proposed for student participation in scheduled Teen Advisory Council (TAC) activities and other events planned by the School-Based Health Center.

As a participant in the scheduled events, and an official member of the Teen Advisory Council, I will agree to the following:

1. Attend all scheduled meetings of the TAC and will notify Ms. Forsmark and/or Ms. Wright if I am unable to attend.
2. Participate in as many scheduled activities that are coordinated by Ms. Forsmark and/or Ms. Wright for the purpose of educating myself, my peers, and my community on different health topics. These topics can include:
  - a. HIV/STI/Unplanned Pregnancy Prevention
  - b. Substance Abuse
  - c. Nutrition
  - d. Physical Activity
  - e. Dating Abuse/Domestic Violence
  - f. Developing leadership skills
  - g. Learning advocacy skills
  - h. Becoming a spokesperson in the community for School-Based Health Center
  - i. Career-building
  - j. Job training (resumes, how to dress for success)
  - k. Other topics as Ms. Forsmark/Ms. Wright see fit
3. Students who participate must provide their own transportation to and from the scheduled activities. Hours of participation will vary depending upon the event.
4. Appropriate attire must be worn. T-Shirts and jeans may be worn and IDs will be provided by Health Delivery, Inc. as needed.
5. Community service credit will be awarded to all students who participate.
6. All students who participate will become official members of the Teen Advisory Council **AND** the School-Based Health Center.
7. Ms. Forsmark/Ms. Wright will keep a participation record for all events. They will also keep emergency contact information at all times during all scheduled events.
8. All students must have parental consent to participate.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Consent to Participate:

By signing below you are giving consent to the participation of your son or daughter in the program and activities of Health Delivery, Inc. /School-Based Health Center according to the following terms and conditions.

I am the parent or legal guardian of the child named below, and I **fully approve and consent to my child's participation in the Health Delivery, Inc./School-Based Health Center and in all related activities.** I understand that Health Delivery, Inc./School-Based Health Center will supervise my child's participation in these activities, and I **fully authorize the Health Delivery, Inc./School-Based Health Center, and its personnel, representatives, and volunteers to furnish my child with any necessary transportation, food, or lodging relating to these activities.** I agree that I cannot hold Health Delivery, Inc./School-Based Health Center responsible for any actions by my child or any damages or harm those actions cause to my child or others, and I agree to hold harmless and indemnify the Health Delivery, Inc./School-Based Health Center and any of its sponsor, board members, employees, agents, and volunteers from any liability (including but not limited to liability arising from claims for negligence or other wrongful conduct) for personal injury, sickness, death, property damage, and expenses, other than the aforementioned food, lodging, and transportation expenses, which may be directly or indirectly incurred by my child as result of or in connection with my child's participation in the Health Delivery, Inc./School-Based Health Center and related activities.

**I grant permission for my child to appear in person or in voice, video, or photographic presentation for radio, television, print, or Internet as it related to these activities as affiliated with Saginaw Public School District and Health Delivery, Inc.**

In the event the Health Delivery, Inc./School-Based Health Center is unable to contact me or to secure my oral consent in the case of a medical emergency involving my child, I hereby give the Health Delivery, Inc./School-Based Health Center and its representatives permission to transport my child to a doctor or hospital and secure proper medical care and assistance for my child, including, but not limited to, hospitalization, treatment, medication, or x-rays. I further authorize any treating physicians to use his discretion on providing emergency treatment; I agree to assume the responsibility for all medical bills for any treatment provided to my child and for any related expenses.

**I have read the entire document. I understand it is a release of all claims. I understand that I assume all risks of injury involved in these activities and voluntarily sign my name.**

\_\_\_\_\_  
SON/DAUGHTER'S NAME

\_\_\_\_\_  
PARENT/GUARDIAN'S NAME

\_\_\_\_\_  
PARENT/GUARDIAN'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STREET ADDRESS

\_\_\_\_\_  
CITY

\_\_\_\_\_  
ZIP CODE

\_\_\_\_\_  
HOME PHONE

\_\_\_\_\_  
WORK PHONE

\_\_\_\_\_  
CELL PHONE

### IN CASE OF EMERGENCY, PLEASE CONTACT:

\_\_\_\_\_  
NAME

\_\_\_\_\_  
RELATIONSHIP TO CHILD

\_\_\_\_\_  
TELEPHONE

## YAC Interview Questions

1. After hearing about YAC, how would you describe it?
2. Why would you like to be in YAC? What will you bring to YAC?
3. How do you think we can help change things to make a more positive school?
4. What do you think are the biggest issues (or challenges) facing teens today?
5. What is your proudest accomplishment so far in your life? What other clubs or sports are you in?
6. Have you ever been suspended? If yes, how will you keep that from happening again? Grades? Attendance?
7. Is there anything else that you would like to share with us?

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Position:** YLC Member **Interviewer:** \_\_\_\_\_

**Background material provided before interview:**

- YLC Program description
- Application materials
- Did they check out our website?

**Key must-haves:**

- Good Teamwork and Communication
- Dedicated and hardworking
- Reliable
- Professional and respectful
- Not afraid to voice their opinion – step up and be open.

**Introduction:**

I thought we'd start by telling you a bit about the Corner Health Center and the Youth Leadership Council. Then we'll have you share a bit more about your interest in the position and then dig into your background by discussing some of your past experiences. At the end, we'll talk next steps. Sound good?

**General Information: Corner Health Center & Youth Leadership Council**

- Nonprofit health center for young people ages 12 -21 and their children
- Corner has been around for over thirty years
- Provide general medical care, reproductive health services, mental health services and pediatric care
- YLC is a diverse youth-driven group that stands to uphold leadership, promote change, and raise awareness about community health issues. The goals of the YLC are to: 1) research community health issues; 2) use media and the arts to advocate for change; 3) partner with adults, youth and organizations to make the Corner Health Center and its surrounding community a healthier place for young people.
- The YLC started in 2011
- Some of the projects we've done include PhotoVoice, Anti-bullying media campaign, Basement Redesign, Presentations at state and national conferences

Introductions, overview of position job description, org chart, job duties. [to be developed]

**Warm-Up Questions:**

1. How would you describe yourself?
2. What led you to apply for YLC?

## **Prior Experiences:**

### **General**

1. I see from your application that you were involved with \_\_\_\_\_. Tell us more about that.
  - What were you trying to achieve?
  - What was your role on the project/team?
  - How did you work with others?
  - What were some of your challenges? Successes?
  - How did this experience benefit you? Were you changed in any way?

### **Direct (probing for evidence of specific must-have qualities)**

1. Good Teamwork & Communication:
  - a. What leads to successful communication in a group?
  - b. How do you communicate with others in a group setting?
  - c. What are the characteristics of a good team?
2. Dedicated, hardworking and reliable.
  - a. If you were going to be late or miss a meeting, how would you handle that situation?
  - b. When you work in a group, what role do you usually take?
3. Professional & Respectful
  - a. What do you think professional behavior looks like?
  - b. If you noticed a put-down during a YLC meeting, how would you handle that situation?
4. Not afraid to voice their opinion. Step-up and be open.
  - a. If you have an idea while working on a group project, do you share it? If so, how?
  - b. If you notice someone being really quiet in a group, how do you encourage them to speak up?
  - c. If the group makes a decision that you are not comfortable with, how would you handle that?

### **Questions About Personal Goals and Fit:**

- a. What benefit do you hope the YLC will have in your life moving forward?
- b. What do you think you can bring to the Youth Leadership Council?
- c. What questions do you have for us?

### **Next Steps/WRAP UP:**

Leave: Thank you for coming in for the interview today. We will get back to you within a week about your application.

Go Upstairs: Thank you for coming in for the interview today. If you can please step outside for a moment, we are going to discuss your application.

## YAC Selection: Interview Ratings

*Directions: Rate the applicant on the areas listed below with 5 being excellent and 1 being poor. Circle a number after each characteristic. Please write comments about the person, too.*

Name: \_\_\_\_\_

Name of Applicant you are rating: \_\_\_\_\_

Gender \_\_\_\_\_ Race \_\_\_\_\_ Grade \_\_\_\_\_

*Poor -----Excellent*

Attendance/Commitment	1	2	3	4	5
Working as a Team	1	2	3	4	5
Positive Personality	1	2	3	4	5
Communication Skills	1	2	3	4	5
Respects Diversity	1	2	3	4	5
Leadership Potential	1	2	3	4	5

Additional Positive or Negative Comments about the Applicant:

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## YAC Selection: Interview Ratings

*Directions: Rate the applicant on the areas listed below with 5 being excellent and 1 being poor. Circle a number after each characteristic. Please write comments about the person, too.*

Name: \_\_\_\_\_

Name of Applicant you are rating: \_\_\_\_\_

Gender \_\_\_\_\_ Race \_\_\_\_\_ Grade \_\_\_\_\_

*Poor -----Excellent*

Attendance/Commitment	1	2	3	4	5
Working as a Team	1	2	3	4	5
Positive Personality	1	2	3	4	5
Communication Skills	1	2	3	4	5
Respects Diversity	1	2	3	4	5
Leadership Potential	1	2	3	4	5

Additional Positive or Negative Comments about the Applicant:

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## Interviewer Tips

- Be passionate about the interview subject. Whether you're an employer interviewing a potential hire or a reporter trying to get someone's perspective on an event, you must, first of all, care about what the interviewee has to say. Especially if you are a professional in a particular field, you must overcome personal bias or distaste toward a particular subject. If you can't, you won't get the information you need.
- "Do your homework," says [Mediacollege.com](#). That is, learn as much as you can about the interviewee before the interview. In a lot of cases, your interviews are with people you've never met and about whom you know little. Contact references or sources that may be familiar with the interviewee.
- Compile a list of questions to ask the interviewee. Give considerable thought to the kinds of questions you believe you need to ask. How often have you walked away from everyday conversations and asked yourself, "Oh, why didn't I ask him about that?" For journalistic interviews especially, you may not have a follow-up opportunity to get key information.
- Ask and listen. Boiled down to its essence, this is what an interview is all about. That may seem like an obvious point, but inexperienced interviewers tend to give more attention to what they are going to ask next than to what the interviewee is saying at any given moment.
- Practice interviewing people you encounter in everyday life. Listen to why that long-haul trucker likes (or doesn't like) to drive to far-flung parts of the country. Who knows? You might even stumble into a Pulitzer-worthy story.
- Go with the flow of the interview. The first question you ask may invalidate some of the other questions on your list. But, it may also raise new questions. Don't just automatically go down the list.

*Sample Acceptance Letter*



Dear \_\_\_\_\_,

## **Congratulations!**

**You have been selected to be a member of YAC at Ypsilanti Middle School for the 2012-2013 school year!!**

Our first YAC activity is scheduled for October 15, 2012 from 7:15 AM-10:00 AM in room 802. We will be doing some team building activities and discussion topics for our service learning project for this school year.

We are looking forward to working with you in our youth-adult partnership!

Sincerely,

Ms. Nemo, Social Worker  
Nurse Darlene, Nurse Practitioner

---

*Sample So Sorry Letter*



Dear \_\_\_\_\_,

Thank you so much for your interest in joining RAHS Health Center's Youth Advisory Council (YAC). While you have much to offer, we are not able to accept your application this year. It was a difficult decision as we had many qualified candidates apply. We encourage you to apply again next year!

If you have any questions or would like to discuss this decision further, please stop by the Health Center to set up an appointment.

Sincerely,

Margie Nemerovski, LMSW



# **Appendix B**

## Meeting Forms

### 30 Minute or Less Agendas

Time	Activity	Goal	Materials	Notes
2 minutes	<b>Icebreaker:</b> Weather Check	<b>Group check in</b>		See bottom
2 minutes	<b>Announcements-</b> Type out and share ( or write down) updates since last meeting	<b>Announcements</b>	Note cards and pens, printed announcements	
5 minutes	<b>Pair Share</b> Time line Re-cap	<b>Reflect</b> on group process/revisit goals and activities	Time Line sheet	See bottom
10 minutes	<b>YAC work:</b> Time line share out and 2014 YAC goals	Begin <b>plan</b> for next year	Paper, pens, poster board	See bottom
1 minute	<b>Closing:</b> Round Robin	Group <b>wrap up</b>		

**Weather Check Game:** Use this as a check in, have everyone go around and share how they are feeling or a recap of their week based off a weather forecast.

**Question: In terms of the weather describe how you're feeling this week and why?**

Example: Sunny with a slight chance of rain. Why: I had a great time with my friends this weekend but I've got a lot of papers to work on for class.

\*To save time don't allow folks to respond but thank people for sharing and perhaps snap fingers.

**Pair Share-Time line recap:** Bring out the original time line of the Advisory Councils goals. Have the time line posted before students get there. Have them look at the timeline while eating and answer the following questions on a note card.

1. What's one goal YAC has achieved this semester?
2. What's one project from the timeline you'd like YAC to do?
3. What's the first activity you'd like to do going into the new year?
4. What activity on the time line would you like to work on personally/Take a leadership role?

Give them 4 minutes to write down their answers and in pairs have them share the answer to question 3 with the person next to them?

**2014 Goals:** Create 3 or 4 categories as a group and have people share personal goals they have in relation to each category: Ex: **Student/Teacher Morale, 2<sup>nd</sup> Semester Event, Vision and Purpose of YAC**

**Goal one:** Continue teacher appreciation days, Do student teach volleyball tournament,

**Round robin:** Have participants go around in a circle and say "one word" about how they're feeling going into the break or thinking about Youth Advisory Council.

Thank youth for coming

This information reprinted with permission from the Neutral Zone, Ann Arbor's teen center and the Youth Driven Spaces project. To learn more contact John Weiss at weiss@neutral-zone.org or visit [www.neutral-zone.org/youth-driven-spaces.org](http://www.neutral-zone.org/youth-driven-spaces.org).

## 30 Minute or Less Agendas

Time	Activity	Goal	Materials	Notes
3 minutes	<b>Icebreaker:</b> Interesting Object	<b>Group check in</b>	Bag of random objects	See bottom
3 minutes	<b>Announcements-</b> Have Poster board for group members to write down announcements and updates from last meeting	<b>Announcements</b>	Note cards and pens, printed announcements	
7 minutes	<b>Rose, Bud, Thorn</b>	<b>Reflect/check in</b> on the group and their thoughts so far		See bottom
15 minutes	<b>Post it reflection/Planning</b>	<b>Plan</b> and revisit goals and activities	Paper, pens, poster board	See bottom
2 minutes	<b>Closing:</b> Fist of Five	Group <b>wrap up</b>		

**Interesting Object Game:** Use this as a check in/Icebreaker. As council members come in have them pick one thing from a bag or bowl of random objects. Objects can be balls, small toys, a penny, an eraser, stuffed animal, playing card, etc. Advise participants not to look into the bag. Give each member 30 seconds to describe how this object relates to their week so far (encourage them to be as creative as possible)

**Announcements:** On poster board write “Announcements” and “Updates” as participants come in have them go to the poster board and write any announcements or updates they have for the group. Have one volunteer read the announcements and updates.

**Rose, Bud, Thorn:** Have participants go around and share a Rose: One thing they think the group is doing well, a Bud: One emerging project/activity/ or thing the group is progressing on, and Thorn: One thing they’d like to change or a challenge for them.

### **Post-It note Reflection/Planning**

- Put up 4 categories based off of group goals and activities
  - Examples: School Spirit, Team building ( teacher and student) Social Media/Twitter, Staff appreciation. Give each member different color sticky notes and have them under each category note. 1. The Project you’d like to see happen in the next 2 months. 2. 1 role/task you would like to help lead. 3. Major steps to complete event/program.
  - Post reactions around the room as a gallery walk

**Fists of Five:** Have participants go around and share how they’re feeling about this past meeting by putting up fingers. 5 being good, 3 being okay, and 1-0

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# **Teen Advisory Council**

Arthur Hill High School

Meeting Agenda

January 16, 2014

1. Call to Order-President, Ms. Rachel Skelton
2. Role Call-Sergeant of Arms, Mr. Donald Pippins
3. Officer Reports:
  - a. President
  - b. Vice President
  - c. Secretary
  - d. Treasurer
  - e. Sergeant of Arms
  - f. Recruitment Chair
  - g. Philanthropy Chair
  - h. Public Relations Chair
  - i. Media Chair

4. Advisor Report: YAC YAC Rep Ms. Vani Sohikian, MPH

5. Old Business:

- a. Think.Respect Pledge was passed at both schools. How would you like to get the pledge out to your peers?

6. New Business:

- a. Teen Dating Violence Awareness Month
- b. Other – SBHC Awareness month

February SBHC Awareness Month Youth Engagement Competition - SCHA-MI is pleased to announce the annual SBHC Awareness Month Youth Engagement Competition. Students are invited to submit a project to SCHA-MI that reflects the theme: Your Health in Your Hands! Projects can be in any medium-video, music, art, etc. Please submit projects no later than February 7.

Mail to SBHC Awareness Month, 6035 Executive Dr., Suite 103, Lansing, MI 48911. Projects will be displayed at the state capitol and during SCHA-MI's advocacy day in March. 1st, 2nd, and 3rd place awards will be given to the projects that demonstrate the most creative display of the theme.

7. Announcements:

8. Adjourn

Next Meeting: Monday January 30, 2014



**Youth Leadership Council (YLC) Meeting Agenda**

Meeting Date:

Meeting Time:

Items	Action	Time	Who	Supplies
<b>Opening Activities:</b>				
<b>Announcements:</b>				
<b>Main Activity:</b>				
<b>Reflection:</b>				





# Appendix C

## YAC Foundations



## **YOUTH LEADERSHIP COUNCIL BYLAWS**

### **ARTICLE I**

#### **Name**

The name of this group shall be the Youth Leadership Council (hereafter referred to as “YLC”) of the Corner Health Center.

### **ARTICLE II**

#### **Object**

The YLC is a diverse, youth-driven group that stands to uphold leadership, promote change, and raise awareness about community health issues. The goals of the YLC are to:

- (1) research community health issues,
- (2) use media and the arts to advocate for change, and
- (3) partner with adults, youth, and other organizations to make the Corner Health Center and its surrounding community a healthier place for young people.

### **ARTICLE III**

#### **Members**

- Section 1. Members. Members of the YLC shall be between the ages of 12 and 21 and reside in the Ypsilanti area.
- Section 2. Member Status. Active members are individuals who have been admitted to the YLC. Active members have full voting rights and are counted in the YLC’s quorum. Inactive members are individuals who have been admitted to the YLC but are on a leave of absence (see Article 4, Section 2.) Members with an inactive status are not able to vote and are therefore not counted in the YLC’s quorum.
- Section 3. Advisor. The YLC advisor shall be a staff member from the Corner Health Center.

### **ARTICLE IV**

#### **Attendance**

- Section 1. Attendance. YLC members are expected to participate in all meetings. If a YLC member will miss a meeting, then s/he should request an excused absence prior to the meeting by contacting either the President, Vice President, or staff advisor by phone, text or email. If a YLC member does not request an excused absence prior to the meeting and is not present at said meeting, then s/he will receive an unexcused absence for that meeting. YLC members are allowed 3 unexcused absences each semester of the school year and 4 unexcused absences during the summer semester. If a YLC member exceeds her/his allotment of unexcused absences in a semester, then the President and Vice President will follow the dismissal procedures (see Article 8, Section 3.)

- Section 2. Leave of Absence. YLC members are allowed to request up to one semester leave of absence during a program year. To request a leave of absence, a YLC member must complete a Leave of Absence form and submit it to the President, Vice President, or staff advisor. While a YLC member is on a leave of absence, her/his spot in the YLC will not be replaced. If a YLC member on leave is an officer, then there shall be an automatic succession process during the leave period (i.e., Vice President becomes President). If the successor does not want to assume the new role, then the YLC shall follow the nominations and elections process (see Article 5, Section 4) to select a temporary replacement. YLC members who are on a leave of absence will be considered inactive members. YLC members will not receive a stipend while on a leave of absence. If a YLC member plans to take off more than one semester from the YLC, then s/he must withdraw from the group. S/he may reapply to the YLC at anytime.
- Section 3. Stipends. Members shall earn a stipend for their participation in the YLC. YLC members will receive \$1 for every 20 minutes of participation in a meeting. If a YLC member cannot attend a meeting and informs the staff advisor at least 30 minutes prior to the meeting, s/he will earn \$2 for the excused absence. If a YLC member misses a meeting without notifying the staff advisor, s/he will not earn any money for that meeting. Stipends will be distributed in December, May and August.

## ARTICLE V Officers

- Section 1. Officers. The officers of the YLC shall be president, vice-president, secretary, and energizer.
- Section 2. Term of Office. Officers shall assume their duties at the close of the meeting at which they are elected. Officers shall serve for a term of one year or until their successors are elected. No officer shall serve for more than two consecutive term(s) in the same office.
- Section 3. Duties. Officers shall perform the duties provided in this section and such other duties as prescribed for the office in these operating procedures.
- A. The president shall:
1. co-facilitate all meetings of the YLC;
  2. attend YLC planning meetings;
  3. keep members focused and on track during meetings; and
  4. fulfill such other duties as may be assigned by the YLC.
- B. The vice-president shall:
1. co-facilitate all meetings of the YLC;
  2. perform the duties of the president in the absence of or at the request of the president;
  3. fill the unexpired term if a vacancy occurs in the office of president;
  4. attend YLC planning meetings;
  5. keep members focused and on track during meetings; and
  6. fulfill such other duties as may be assigned by the YLC or the president.
- C. The secretary shall:
1. record the minutes of all meetings of the YLC and turn them in to the staff advisor at the end of each meeting;
  2. take attendance;
  3. conduct correspondence as directed by the YLC or the president;

4. reports to President and Vice President monthly to make sure progress has been made on action items; and
  5. fulfill such other duties as may be assigned by the YLC or the president.
- D. The energizer shall:
1. choose icebreakers;
  2. keep track of breaks;
  3. keep meetings active and productive;
  4. bring fun, energy, and positivity to all meetings; and
  5. fulfill such other duties as may be assigned by the YLC or the president.

Section 4. Nominations and Elections.

- A. Nominations shall be made by ballot at the annual meeting. The top two nominees for each position shall be announced. Nominees shall verbally state whether they choose to accept or decline the nomination.
- B. Elections shall be by ballot at the annual meeting except when there is only one nominee for an office election. In this case, the vote may be verbal.

## **ARTICLE VI**

### **Meetings**

Section 1. Regular. Regular meetings of the YLC shall be held weekly during the academic year and twice weekly for 8-10 weeks during the summer.

Section 2. Annual. The regular meeting on the third Monday in September shall be known as the annual meeting and shall be for the purpose of electing officers, receiving reports of officers and committees, and for any other business that may arise.

Section 3. Special. Special meetings of the YLC may be called by the president and vice president with sufficient notification.

Section 4. Quorum. 50% of active members of the YLC shall constitute a quorum.

## **ARTICLE VII**

### **Decision Making**

Section 1. Representation. Each YLC member will receive one vote.

Section 2. Voting. Votes will be collected either (1) verbally with a yay or nay or (2) anonymously by ballot. The president and vice president shall decide if the vote should be verbal or anonymous. A measure is approved by majority (over 50%.) If a vote is tied, then the President shall open the floor to discussion. At the conclusion of the discussion, the YLC shall vote again. If the vote is tied again the president and vice president shall make the final decision.

## **ARTICLE VIII**

### **Recruitment, Admission and Dismissal**

Section 1. Recruitment. The YLC will recruit new members as needed to maintain a council of fourteen youth. The YLC will hold recruitment events as needed to invite prospective YLC members to the Corner Health Center to learn about the program. The YLC will seek a diverse representation of Ypsilanti area youth.

- Section 2. Admission. Prospective YLC members may complete a YLC application and submit it to a YLC member or the staff advisor. The YLC president and vice president will schedule the review of applications during regular meetings. 50% of YLC must agree to interview an applicant in order for an interview to be scheduled. The President, Vice President, or staff advisor shall schedule interviews with approved applicants to occur during regular meetings. After the conclusion of the interviews the YLC will discuss the applicant. After which, the YLC will vote. A majority (over 50%) is required to admit an individual to the YLC.
- Section 3. Dismissal. If a YLC member is breaking the YLC contract, then the President, Vice President, and staff advisor shall meet with him/her to discuss the issue. If the inappropriate behavior continues, then the individual will be put on a three-week probation. If his/her behavior doesn't improve during that time, then he/she will be formally dismissed from the group. YLC members can report inappropriate behavior to the President, Vice President, and/or staff advisor knowing that confidentiality will be maintained.

### **ARTICLE IX Amendment**

These operating procedures may be amended at any regular meeting of the YLC by a majority (more than 50%) vote.

Approved November 26, 2012  
Amended August 8, 2013



## All about the Arthur Hill and Saginaw High Health Delivery Inc.- School-Based Health Centers' Teen Advisory Councils (TAC)

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The original TAC was implemented in 2005 after several focus groups were facilitated by Mr. Nathaniel McClain, who was the assistant principal at Saginaw High at the time (he is presently the Principal at Arthur Hill and will start his new position as Assistant Superintendent in the fall of 2014). The group of students became engaged in advocacy as well as community service initiatives. They visited classrooms and recruited students to join the health center prior to it being open the following year. The TAC was facilitated by Ms. Jessica Hernandez at the time, and students earned community service credits and were rewarded with financial stipends to assist with their back to school supplies.

The TAC members were the first students to visit the capitol along with several parents for advocacy day and served as the voice for their peers. They also had the opportunity to participate with the Freedom Writers workshop in Frankenmuth in 2010. Funding was cut in 2010, and as a result the TAC was dissolved...In 2011, funding was restored and the Teen Advisory Council was re-established at both schools, and a group of very dedicated young people were committed to seeing it grow. By the fall of 2011, the TACs at both AHHS and SHS were thriving. Each group had about 10-15 members, and the group started taking on projects in the schools. These projects included: Raising awareness for World AIDS Day, Teen Dating Violence Awareness Month, GYT (Get Yourself Tested) Campaigns, and in the spring of 2012 hosting their first annual "Prevention Day" event.

In the fall of 2012, the Saginaw High TAC was recognized nationally for winning the "Respect! Video Challenge" and winning \$10,000 for the group. The group has been able to do several things with this money including: giving away TAC book scholarships to seniors, adopting families from the Underground Railroad for Christmas, and purchasing an iPad for the group's use. As the group grew, support from the school staff, and health delivery staff grew as well. In the fall of 2013, the TACs at both SHS and AHHS were even recognized by the state as best practice TACs and were asked to give input in the state YAC YAC project (Youth Advisory

Committee of Youth Advisory Councils). Each group has been working on this project all school year, and the state is working on publishing a best practice TAC book which will feature all of the members' names in it. Also in the fall of 2013 the TACs at each school elected their first official board of officers. This group of individuals has led our group this school year. They have run meetings, designed projects, and even created a "Think.Respect" pledge which they recite before each meeting. In March of 2014, the groups worked together on a video titled "Your Health in your Hands" that they entered into a state wide competition and took first place.

On Thursday May 29, 2014, Health Delivery, Inc.'s School-Based Health Centers (SBHC) along with Saginaw High's Safe and Supportive Schools program hosted a graduation celebration for their 40 Teen Advisory Council (TAC) members from Arthur Hill and Saginaw High school titled "**Think! Graduation! Respect YOUR Future!**" This event was held at the beautiful Andersen Enrichment Center. The Honorable Judge Darnell Jackson provided the keynote address to the graduating seniors.

The TAC group is committed to promoting healthy relationships and preventing STIs, HIV, unplanned pregnancies, obesity, drug and alcohol abuse, etc among their peers. We are very proud of our students and can't wait to see what the future has in store for them. For those graduating this year, we wish them continued success as they enter this next chapter of their lives. Below is a picture of the graduating TAC Class of 2014.



# Constitution of the Teen Advisory Council at the School-Based Health Centers Of Health Delivery, INC

## ARTICLE I-Name

The name of the organization shall be the Teen Advisory Council, hereafter known as the organization or TAC.

## ARTICLE II-Purpose

The purpose of this organization shall be to promote, educate, advocate, learn and inform the students of the Saginaw Public School District of health services and programs offered, raising health issues among teenagers and preventative measures that may be taken.

## ARTICLE III-Membership

**Section 1:** The Teen Advisory Council is an equal opportunity student organization and complies with all applicable federal and state laws regarding non-discrimination.

**Section 2:** Any current student at a Saginaw Public School and in good academic standing is eligible for membership. To be in good academic standing, a student must have a minimum GPA of 2.0 or higher on a 4.0 scale.

**Section 3:** Any member who is found to be not in compliance with these requirements will be in bad standing with the TAC. The advisor(s) will determine an appropriate plan for the member to regain good standing with the TAC, if possible. There may be a case in which a member may not be able to regain membership until he or she has brought his or her grades up to the minimum standard.

## ARTICLE IV-Officers

**Section 1:** Elections are held once a year, in the spring. Nominations shall be held and speeches and voting shall follow, adhering to an Election Calendar set by the advisor(s) of the organization. Officers shall assume their respective offices immediately following their election. Elections shall be done strictly through TAC scheduled meetings and no campaigning outside of TAC business, bribing or other forms of persuasion will be tolerated.

**Section 2:** To be eligible for election as an officer one must be an active member of the TAC. In addition, he or she shall fit the following guidelines for the officer positions as described:

One must have been in the TAC for at least one year to be Treasurer, Secretary, and Sergeant of Arms. He or she must be in good academic standing with a GPA of 2.0 or higher.

One must have been in the TAC for at least one year and be of junior or senior class standing to be President or Vice President. He or she must be in good academic standing with a GPA of 2.0 or higher.

**Section 3:** Once elected, officers shall attend all required training sessions as designated by the advisor(s). Officers shall communicate regularly with the TAC advisor(s) especially in the case of any questions or concerns pertaining to his or her position.

**Section 4: President:** The President shall schedule meetings, notify members of meetings and preside over the meetings. The President shall also stand as a liaison between the organization and the officers and officials of the school and School-Based Health Center. If the occasion arises, the President shall speak on behalf of the TAC at all major school and community functions. The President shall have no vote during meetings, unless there is a tie, in which case he or she shall act as the tiebreaker.

**Section 5: Vice President:** The Vice President shall assist the President, Treasurer and Secretary, in all matters of the organization's business. Additionally, in the absence of an officer, the Vice President shall step in. The Vice President shall also be responsible for all written correspondence that takes place outside of the TAC. This can include, but is not limited to: school newspaper, TAC newsletter, HDI Insider, etc.

**Section 6: Treasurer:** The Treasurer, with guidance and aid from the Advisor, shall keep a record of expenses of the organization and help to budget programs and events.

**Section 7: Secretary:** The Secretary shall oversee the communication of meeting times, events etc. Additionally, the Secretary shall record and maintain meeting minutes and any important documents.

**Section 8: Sergeant of Arms:** The Sergeant of Arms shall enforce the rules of the TAC, and shall conduct a roll call and keep record of attendance of each meeting. At the start of each school year, the Sergeant of Arms will be responsible for creating group norms (with the help of the council).

**Section 9: Media Chair:** The Media Chair is responsible for updating the TAC Facebook page about meetings, events and other relevant information. The Media Chair shall also oversee the process of creating videos including guiding discussion on ideas, outlining necessary props, and ensuring all parts of the video are recorded with the help of the advisor(s).

**Section 10: Philanthropy/Service Chair:** The Philanthropy/Service Chair shall be responsible for the planning and supervision of philanthropic/service events. This includes any events where the TAC raises money for a cause or group. This also includes but is not limited to events where the TAC gives money, time, or resources to any organization or group.

**Section 11: Public Relations Chair (PR):** The Public Relations Chair is responsible for posters, banners, table displays, and other publicity for TAC events. The PR chair shall get approval from the advisor(s) before any PR is posted.

**Section 12: Recruitment Chair:** The Recruitment Chair shall be responsible for all promotional materials, activities, and events of the TAC. Recruitment chair is responsible to inform the council when such events take place.

## **Article V - Committees**

**Section 1:** The committees shall consist of the members of the TAC. Members are encouraged to be on one committee. Members can only be on one committee but may help out with the implementation of tasks and events for other committees if they choose. The final decision of committee assignment will be at the discretion of the advisor(s).

**Section 2:** The committee chairman is responsible for keeping the TAC updated on the committee's activities and ideas by presenting reports to the TAC upon request from the advisor(s).

**Section 3:** The following chairmen shall have committees: media, philanthropy, public relations and recruitment.

**Section 4:** All committees shall be responsible for following through with delegated tasks as decided in committee meetings in a respectful and timely manner.

Each committee shall also be responsible for assisting their respective committee chairmen in the completion of all duties.

## **ARTICLE VI-Advisor**

The Advisor shall be selected by the School-Based Health Center. The Advisor shall serve as a point of communication and information for the organization. The advisor shall approve all TAC sponsored activities. The Advisor shall be notified with 48 hours of any organization activity.

## **ARTICLE VII-Meetings**

**Section 1:** The Teen Advisory Council shall have weekly meetings at their respective schools. At the Discretion of the Advisor(s) and President, joint meetings may be called between the two schools (Saginaw High & Arthur Hill) within a minimum of one week's time.

**Section 2:** Special meetings may be called at any time during the academic year at the discretion of the Advisor(s) and President.

## **Article VIII – Elections**

**Section 1:** The annual election of officers shall occur in the spring no later than May 14<sup>th</sup>. The annual assignment of committees shall take place in the fall no later than the second week in October.

**Section 2:** All candidates for an executive board position shall make speeches not to exceed two minutes.

The advisor(s) shall record the speeches and set a deadline for when they must be recorded by. The advisor(s) may choose to have speeches delivered to the TAC members instead of having recorded speeches. The advisor(s) shall decide whether speeches will be recorded or given at a designated meeting.

All speeches will be viewed by both the upper and lower classmen. After all speeches have been viewed for a position, elections for that position shall take place.

**Section 3:** Voting shall be done by secret ballot. The advisor(s) will collect the ballots. All positions shall be announced by the following meeting.

**Section 4:** All officers shall be elected by a plurality. In the case of a tie, the president shall cast the deciding vote.

**Section 5:** To be a voting member, an individual must have attended three meetings in the previous 6 months of the academic school year. Members must be present to vote on officers unless otherwise approved by the advisor(s).

**Section 6:** In the event that there is an open officer position, a new officer shall be elected within three weeks. However, it is encouraged that the position be filled within two weeks where one week is for nominations and the following is for voting.

## **ARTICLE IX – Finances**

**Section 1:** All money for any event/activity related to TAC shall be turned in to the advisor(s) immediately after the event/activity takes place unless other previous arrangements have been made with the advisor(s).

**Section 2:** There should never be a time where a TAC member is in possession of TAC money for an extensive amount of hours or overnight.

## **ARTICLE X-By-Laws and Amendments**

Amendments to this Constitution require the unanimous affirmative vote of Teen Advisory Council. By-Laws of the organization shall be established. By-Laws shall be policies and procedures of this organization and shall in no way conflict or diminish the authority of this Constitution. By-Laws shall require a three-fourths ( $\frac{3}{4}$ ) vote of quorum for any amendments or additions.

## **ARTICLE XI-Ratification**

This constitution must receive a three-fourths ( $\frac{3}{4}$ ) vote of membership to be adopted

*Constitution Adopted on August 23, 2013 by the Teen Advisory Council with a unanimous vote.*

## **Policy 1: Attendance**

The TAC has high expectations for the members as they are considered leaders in the school. The members represent the TAC by providing information they learn from the advisor(s) to their peers. The TAC functions more efficiently when members are in regular attendance at meetings and special events. Regular attendance allows members to stay informed about upcoming meetings and events as well as health topics being discussed during meeting times.

For general members attendance is not mandatory but excuses for meetings and tardies are required and must be given to the advisor(s) at least 24 hours before the meeting unless it in an emergency. General members may not miss more than two meetings in a row unless approved by the advisor(s). Two unexcused tardies count as one unexcused meeting

absence. Missing more than two meetings in a row will put a member in bad standing. To regain good standing, a member must attend three meetings in a row.

For officers, attendance at all meetings is required and attendance at special events is recommended. An officer may not miss more than two meetings in a given semester. Missing more than two meetings in a semester can jeopardize his or her officer position in the TAC. The advisor(s) will decide appropriate consequences and whether or not an officer will be removed from office.

### **Policy 2: Code of Conduct and Expectations**

The TAC strives to educate the school on health topics and issues. These health topics are important to help TAC members and individuals from the school have a better understanding of how to better take care of themselves, how to be more aware, how to promote health topics and much more. Therefore, the members of the TAC are expected to hold themselves to a standard of excellence when it comes to health related topics. TAC members shall practice what they learn and what they teach at all times, not just in TAC meetings.

This is especially true for bullying prevention. Any member who participates in such an activity shall have repercussions in the TAC whether or not the bullying takes place at any TAC event or involves another TAC member.

Any participation in inappropriate behavior as deemed by the advisor(s) will put the member in bad standing with the TAC. Any member who is in bad standing with the TAC loses his/her voice and vote in all TAC matters until action is taken to achieve good standing again. In addition, any member who is in bad standing may not hold an officer position. If he/she is holding an officer position at the time the inappropriate behavior takes place, the member shall be suspended from his/her position. This may be for a period of time or for the remainder of the term and shall be determined by the advisor(s).

The advisor(s) shall determine appropriate consequences for any such behavior. Any member who has participated in any way may lose their privilege to be in the TAC. Members may also lose their privilege to come to a designated amount of TAC meetings. An individual may be given a task to complete by the advisor(s) to gain good standing in the TAC again. A member may be asked to apologize appropriately to another individual and/or the entire TAC. An individual may also be asked to give a presentation/lesson to the TAC on a topic as designated by the advisor(s) to gain good standing.

### **Policy 3: TAC Rewards**

The TAC has high expectations for its members. In addition to health promotion in the schools, the TAC exists to provide volunteer, philanthropic, and leadership opportunities for the students involved. Active involvement and commitment to the TAC can lead to various awards for those students appropriately selected for their time and dedication by the advisor(s).

Each time the TAC comes together for a meeting, special event, volunteer activity, etc, a member receives community service hours. These hours are added each week to a running total for each individual member. This gives the student credit for the entire time he/she spent in TAC when he/she graduates. These hours can be used on college applications.

When students apply to colleges they often need letters of recommendation. Being an active member in the TAC makes it so the advisor(s) can write a more personal and knowledgeable letter for a TAC member.

There are times where the advisor(s) may have a set amount of money that can be distributed to specific TAC members. The amount and the members the money is given to shall be determined by the advisor(s). Members will be considered on basis of commitment and dedication to the TAC and TAC activities.

Other additional rewards and prizes are often given out throughout the year at the discretion of the advisor(s).

# Adolescent Health Initiative



## YACYAC Youth Leadership Assessment Tool

Name: \_\_\_\_\_

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
<b>Communication Skills</b>				
I am comfortable talking in a group				
I listen actively				
I think before I speak				
<b>Observation Skills</b>				
I pay attention to the interest level of the group				
I acknowledge who is being "left out"				
I pay attention to reactions to my comments				
<b>Problem-Solving Skills</b>				
I am comfortable stating problems or goals				
I am comfortable asking for ideas and opinions				
I evaluate ideas critically				
<b>Morale-Building Skills</b>				
I support the rights of individuals in the face of group pressure				
I give praise or appreciation				
I am respectful of other viewpoints and backgrounds				
I feel comfortable dealing with tension				
<b>Expressing Emotions</b>				
I feel comfortable telling others how I feel				
I feel comfortable disagreeing openly				
<b>Personal Qualities</b>				
I am a confident person				
I am a positive person				
I have a sincere desire to help others				
I follow through with my goals				
I feel comfortable facing disappointment				
I listen while others speak				
I can motivate others				
I show up to meetings on time				
I regularly attend meetings				

## Student Involvement: Stages

Establishing student involvement in schools gives youth meaningful leadership experiences and opportunities to understand school issues, make competent decisions, and gain useful skills. Advancing student involvement is supported through a set of stages; the most advanced stage includes creating an advisory to provide sustainability and the highest functioning student leadership. Below is an overview of the stages of an advisory and some of the characteristics of each stage.

	Exploring	Developing	Sustaining
Purpose/ Characteristics	<p>In this stage schools are learning about student involvement practice and assessing the fit of this concept.</p> <p>Important characteristics include inspired &amp; motivated adult advisors(s), a core group of students interested in leadership and commitment to meaningful school change.</p>	<p>In this stage student involvement has formally been established and members are meeting regularly with some consistency.</p> <p>Students are beginning to form a group identify and culture. Students and membership may be fluid. Students set short term goals and complete quick win projects to demonstrate their abilities.</p>	<p>In this stage, students have a core set of responsibilities as an advisory and have established a cycle in which these activities occur.</p> <p>Students have a strong sense of belonging and shared identity as an advisory. The school recognizes the value that an advisory brings to its mission and supports that by providing resources and giving the advisory authentic leadership opportunities.</p>
Activities	<ul style="list-style-type: none"> <li>• Introduction of youth driven space concepts through reading and training</li> <li>• Assess school needs and possible student involvement roles</li> <li>• Build support for student roles with school administration and staff</li> <li>• Student outreach to identify interested youth</li> <li>• Initial community building activities to form group</li> <li>• Adult advisor established to support group</li> </ul>	<ul style="list-style-type: none"> <li>• Core group of students established who meet regularly</li> <li>• Focused community building, begin to develop ground rules.</li> <li>• Create short term goals and objectives.</li> <li>• Complete quick win projects.</li> <li>• Build community awareness and support of student work.</li> <li>• Reflect on past success and set future long term goals for increased leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of mission/bylaws</li> <li>• Creation of annual strategic plan.</li> <li>• Regular &amp; consistent meetings.</li> <li>• Consistent cycles of activities throughout the year.</li> <li>• Advisory roles established and understood within and across the school including:                             <ul style="list-style-type: none"> <li>○ Lead school initiatives</li> <li>○ Advise on school policy or issues</li> <li>○ Serving as representatives of the school community</li> </ul> </li> <li>• Self &amp; peer evaluations for improvement</li> </ul>
Youth Roles	<ul style="list-style-type: none"> <li>• Students outreach to peers to attend meetings</li> <li>• Students participate in school assessment to determine possible needs</li> <li>• Students brainstorm ideas for school involvement roles</li> </ul>	<ul style="list-style-type: none"> <li>• Students work with adult advisor to co-plan and co-lead meetings</li> <li>• Students generate ideas for short term projects and work collaboratively to implement change.</li> <li>• Student reflection drives motivation to create an advisory.</li> </ul>	<ul style="list-style-type: none"> <li>• Students lead meetings, with support from an adult advisor</li> <li>• Students lead activities to generate ideas, create plans, and reflect on work.</li> <li>• Students generate new ideas for an advisory to function at higher levels and with greater purpose.</li> </ul>



Adult-led with  
meaningful student roles

Adult-student share roles

Student-led with adult  
support

This information reprinted with permission from the Neutral Zone, Ann Arbor's teen center and the Youth Driven Spaces project. To learn more contact John Weiss at [weiss@neutral-zone.org](mailto:weiss@neutral-zone.org) or visit [www.neutral-zone.org/youth-driven-spaces.org](http://www.neutral-zone.org/youth-driven-spaces.org).





# Appendix D

## Project Planning & Examples

## **Brainstorming a Project and Strategic Planning**

RAHS YACs – Lincoln HS, November 2013

1.5 hours

### **Goals:**

- 1) Identify Individual and Program Values
- 2) Create Goals for Program/project
- 3) Identify Clear Objectives/Action Steps for Service Learning Projects
- 4) Develop a Rough Timeline

**Materials:** Index cards, newsprint, post-it notes (two different colors), pens, markers

### **Introduction: 20 minutes**

- I. **Intro self, role, review agenda; be thinking about if you'd like to do parts of this with LMS**
- II. **Warm up/intro:** Group juggle
- III. **Individual Values and Mission - Think/Pair/Share**
  - a. Give each person an index card
  - b. Personal Mission: "developed by combining your beliefs, interests, skills and qualities with the needs you see around you in global or local communities."
  - c. Respond to prompts on one side of card:
    - i. My community/school needs people who...
    - ii. A cause (or 2) I care about a lot is...
    - iii. The special skills and qualities I have (or would like to develop) to give to the community include...
  - d. Flip over card.
    - i. Vision: In two years, I would like to be... (Do same for 5 years/10 years)
    - ii. Bullet list your personal goals.
  - e. In pairs/triads w/someone from your group – share a personal goal or two.
- IV. **Program/Site Values**

Now we're going to move from the individual to the group/YAC.

In pairs, respond to prompts on paper:

  - i. The students in our school need a clinic where...
  - ii. Causes that are important to our YAC are...
  - iii. Our YAC offers these things to our community:
- V. **Introduce the workshop:**
  - a. Explain that this workshop will focus on giving tools to help realize their goals. When everyone is engaged in creating the plan it gives everyone leadership and increases accountability of the whole group. We may get goal-setting for your project done today, or plan out one goal today and do this process again for the next steps.
  - b. How does goal setting help us get things done?

- c. When is it not very useful? (Have you ever been asked to make a plan to do something, but if a teacher/parent doesn't follow up, you know you're off the hook?)

### **Brainstorming Ideas for Goals: Word Webbing – 15 min.**

#### **Create a sample word web - pick a project listed.**

If they want to try out another potential project, have them work in groups of 3-4, give each group a sheet of newsprint and ask them to design a web. Guiding questions:

- i. What are your main goals of the project?
- ii. What are several activities for your goals?
- iii. What resources/ needs do you have related to your activities?

### **Strategy Planning – 20 min.**

- I. Use the project related to the word web.
  - a. Brainstorm all the individual actions on post it notes; use the same color.
  - b. On two big newsprint papers taped into one sheet- draw a line with some dates: Today, December, January, February, March, April, May and arrange the action steps.
- b. Members post their post it notes onto the timeline.
- c. As a large group discuss
  - i. Does this make sense?
  - ii. What have we left out? What should we take out?
  - iii. What do we have questions about?
  - iv. What do we need more resources or help to do?
  - v. Who wants to do what?
  - vi. Can we add some clearer dates onto the timeline?
- d. Ask one person to type up notes to share. When will they share? How can they make the plan more likely for people to use? If no one is willing, offer to do it.

### **Implementation Plan (5 min.)**

What are your immediate next steps? How will you make sure you stay on track? What can your facilitators do to help you stay on track? What can I do?

### **Reflection (10 min.)**

How was this process for you?

Feelings cards or playing card reflection



## **Prevention Day Booths**

### **Alcohol Awareness**

1. Description: In this station we would be using a pair of beer goggles to simulate the affects alcohol has on fine motor skills, and operational skills.
2. Activities:
  - Drunk Goggles Activity: Students will have to “walk the line”, walk around orange cones, and catch/throw a ball wearing the drunk goggles
  - True/False game – to show how excessive amounts of alcohol may influence one to make a risky decision, which could lead to the transmission of an STI or an unplanned pregnancy.
3. Instructions:
  - Students will do BOTH activities of the station (drunk goggles and true/false game)
  - DO NOT take the drunk goggles out of the designated area. If people would like to try them out they must participate in the activity we have chosen (eg: no playing basketball, or messing around with the goggles...they are expensive!! ☺)
  - Once students have completed both parts of the activity they may get a prize. They can complete the activity more than once, but can only get one prize.

### **Birth Control Options**

1. Description: This booth is designed to inform participants about which birth control options are most effective at preventing unplanned pregnancies and STIs and HIV, and which approaches are not effective.
2. Activities: At this station, participants will place a card where they think it belongs:
  - Protection against unplanned pregnancy AND HIV/STIs
  - Prevents unplanned Pregnancies ONLY
  - Provides NO protection against unplanned pregnancy AND HIV/STIs
3. Instructions
  - Students will draw out TWO or more cards and place them where they think it belongs. You will check to see that they got their answers correct, and give participants a prize
  - Participants may guess more than once but they can only get one prize for participating

### **Cost of Teen Parenting**

1. Description: **“Price is Right”**—This station will focus on the cost of having a baby. Both baby items and items popular to teens will be present, and teens will have to guess the prices, and will see the financial effects on having a baby before they are prepared financially.
2. Activities: Participants will be given 6 different prices, and they will have to match the prices to the correct item—there will be both “teen” and “baby” items
3. Instructions:
  - All items will be sitting on the table, hand the “price cards” to the participant, and they will have to guess where they go.
  - Please do not let the participants take the items off of the table.
  - Once they have made their “price guesses” give them the correct answers and explain that they may not be able to afford Jordans, iPods, etc if they have to buy diapers, stroller, clothes, etc

**How much FAT is in THAT?**

1. Description: This booth is designed to inform participants as to which food choice is healthier based on the amount of fat is in the item
2. Activities: At this station, participants will see 10 different tubes filled with fat. They will have to match the correct food with the correct amount of fat
3. Instructions:
  - Leave the tubes in the holder, and have participants line up the cards to match the tubes
  - The answer key will be given to you.

**Healthy Relationships**

1. Description: This booth will address characteristics of both a healthy & an unhealthy relationship.
2. Activities: Participants will match the characteristics under the correct category (either “Healthy” or “Unhealthy”). Characteristics will be color coded to keep it simple.
3. Answer Key:
  - Healthy: Love, Respect, Trust, Loyalty, Communication, Honesty
  - Unhealthy: Dishonesty, Jealousy, Controlling, Hitting Slapping Punching, & Name Calling
4. Instructions: Participants match the correct characteristics under “healthy” or “unhealthy.” Once they have all of the answers correct they win a prize

**Rate the RISK for HIV**

1. Description: This booth is designed to raise awareness to which behaviors put a person at risk for HIV, and which behaviors do not. It is also designed to reduce stigma around HIV.
2. Activities: At this station, participants will choose a card and guess where they think it falls on the “risk continuum.” Cards will be ranked from “Very High Risk” to “No Risk.” Participants will give their best guess, and then the correct answer will be provided by the facilitator.
3. Instructions:
  - The “Risk Continuum” will be taped against the wall. Students will draw out one card and place it where they think it belongs. You will check to see that they got their answers correct.
  - Participants may guess more than once but they can only get one prize for participating
  - If you run out of cards, you may remove the cards from the continuum and start over. Some cards will be doubled to help avoid running out of cards.

**STD Symptom Checker**

1. Description: Several Cards with common STD symptoms will be given to the participant. Their goal is to guess correctly which symptom goes with which STD.
2. Activities: Match the correct symptom with the correct STD: (NOTE: There will be a color-coded key to make things easy for you!)
3. Instructions:
  - Hand the participant the cards with the STD symptoms listed on them & have participant match the symptom with the STD they think it goes with
  - Once they have guessed each match, give them the correct answers (note: there will be a color code for the answers)

**“Prevention Is...” Photobooth**

1. Description: This station will allow students to write out on a sign what they think prevention is. If they are unsure they can take a photo with one of the pre-made cards. They will then get their photo taken with their sign, and will be able to have a photo souvenir for the day.
2. Activities: Students will be able to dress up and take photos with their prevention signs.
3. Instructions:
  - Take one photo with student holding up ONE email address that they would like the photo sent to, and the following photo of the individual/group.
  - Encourage students to create their own “prevention is...” sign, but if they don’t know they can use a pre-made sign.
  - PLEASE make sure to take the photo with the email contact information so we can get the photos to the participants.
  - People can take as many photos that they want, if there is a line, ask people to go to the back after they take their photo.
  - Please do not allow the students to walk off with our props ☺

**STD/HIV Trivia Wheel**

1. Description: Trivia Wheel—Participants will spin a wheel with numbers and will answer a question about HIV/STI general information. If they get the question correct they will win a prize.
2. Instructions:
  - Trivia questions are typed up. There is a set of questions for elementary students, and another set of questions of middle school, high school, and parents. Ask the question that corresponds with the number they spin.
  - Students may answer as MANY questions as they like, but they can only get one prize ☐ (if there is a line, they can try again but they must go to the back of the line)

**What’s in your Drink?**

1. Description: This booth is designed to inform participants as to how much sugar is in different beverages.
2. Activities: At this station, participants will have to match the bags of sugar with which drink they think it belongs. Once they have completed this activity, the facilitator will let them know which answers are correct and give them a prize for participating.
3. Instructions:
  - The drink bottles will be placed on the table and will need to stay in their locations. Bags of sugar will be numbered and placed at random on the table. Participants will match the bag they think goes with each drink. Once they have matched them all, answers will be given.
  - Participants may try more than once but they can only get one prize for participating
  - Please do not open the drinks or let the participants walk off with one of the drinks.



Depression

It hurts...

**It's common**

**It affects all parts of your life**

**...BUT THERE IS HELP!**

By the RAHS Youth Advisory Council

What is depression?

- Depression is a common but serious mental illness typically marked by sad or anxious feelings.
- Most students occasionally feel sad or anxious, but these emotions usually pass quickly—within a couple of days. Untreated depression lasts for a long time and interferes with your day-to-day activities.

Why does this matter?

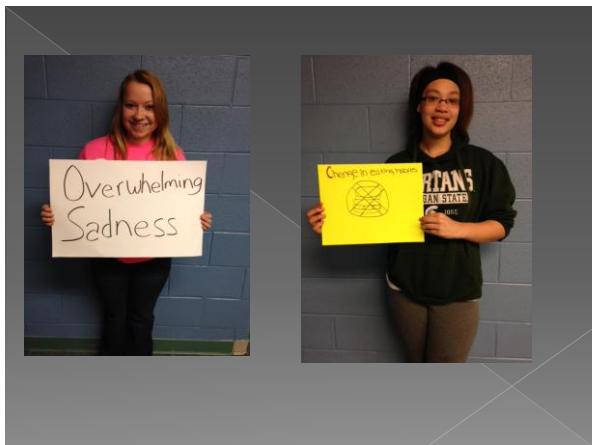
- **Studies have shown that on any day up to 1 in 4 of adolescents experience depression**
- *Adolescent females are twice as likely to experience depression as adolescent males*
- There are many different types of depression, including Major Depressive Disorder and Seasonal Affective Disorder
- **Depression can lead to increased thoughts of suicide**
  - > Suicide is the 3<sup>rd</sup> leading cause of death for teenagers in the United States

Risk Factors of Depression:

**Genetics**

**Stressors including:**

- ❖ Bullying
- ❖ Family or Peer Drama
- ❖ Abuse and/or neglect
- ❖ Trauma
- ❖ Stress (of grades, family, etc..)
- ❖ Lack of Self-Confidence



Treatment

- A combination of therapy and medication is the most effective way to treat depression
- **Therapy means talking to a mental health provider (like a social worker, licensed counselor, psychologist or psychiatrist)**
- Medication is usually prescribed by a psychiatrist, but can also be prescribed by your primary care doctor or nurse practitioner

## What can I do?

- If you or someone you know has depression, *talk about it*
- Never be afraid to ask someone if they are okay
- Approach a parent, doctor, teacher, social worker, or other adult who can help you get the help you need
- Come visit the RAHS clinic in the athletic suite or go to an outside counseling agency to be connected to a therapist!

**CELEBRITIES WITH DEPRESSION**



Several celebrities have come out to talk about their struggles with depression. Some include: Abraham Lincoln, Mary J Blige, Halle Berry, Ray Charles, J.K. Rowling, and Eva Longoria.

## Help Lines and Resources

- If you or someone you know is considering suicide, please have them go to the nearest emergency room.
- University of Michigan – Psychiatric Emergency Services  
> (734) 936-3900
- Ozone House Crisis Line  
> (734) 662-2222
- National Suicide prevention lifeline  
> (800) 273-8255
- Washtenaw Community Health Organization  
> (734) 544-3050

Information for this presentation was gathered from the National Institute of Mental Health and the National Alliance for Mental Illness

# Appendix E

## Promotional Materials

Will you help our health centers get more likes and followers?!



It's easy!



Like us on Facebook

[facebook.com/SaginawSBHC](https://facebook.com/SaginawSBHC)



Follow us on Twitter

[@SaginawSBHC](https://twitter.com/SaginawSBHC)

# CALLING ALL STUDENTS!

Are you...

*A leader?*

*Creative?*

**Passionate about helping others?**



The RAHS Health Center is selecting students to be on their

## **YOUTH ADVISORY COUNCIL**

THE YOUTH ADVISORY COUNCIL, OR YAC, IS A GROUP OF STUDENTS DEVELOPING LEADERSHIP SKILLS AND MAKING A POSITIVE IMPACT ON THEIR SCHOOL AND RAHS HEALTH CENTER THROUGH SERVICE PROJECTS.

- Meetings take place approximately 2-4 times a month
- Students selected will complete an awareness project and have the opportunity to attend youth summits during the year.

**Pick up an application at the RAHS health center today!**

*Be the change you wish to see in the world. – Mahatma Gandhi*



My favorite thing about being involved in my YAC is....

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My favorite thing about being involved in my YAC is....

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CLASS OF  
**2014**

*Health Delivery Inc. cordially invites you to:*

***“Think! Graduation! Respect YOUR Future!”***

*An Appreciation Celebration for our Graduating Teen  
Advisory Council Members of the School-Based Health Centers*

*Thursday, May 29, 2014*

*5:30 p.m. to 7:30 p.m.  
 (“Meet and Greet” at 5:00 p.m.  
 Program begins promptly at 5:30p.m.)*

*Andersen Enrichment Center  
 (120 Ezra Rust, Saginaw, MI 48601)*

*Buffet Dinner  
 (Dressy Attire)*

*Please R.S.V.P. by Thursday May 15<sup>th</sup> to  
 Amanda Forsmark: 399-6125 or Kai Wright: 399-5942*

*Please join us in recognizing and celebrating the many  
 accomplishments of our amazing students!*







